A THESIS

IMPROVING READING COMPREHENSION USING DIRECTED READING THINKING ACTIVITY (DRTA)

(An Action Research at the Eighth Grade of SMP Negeri 17 Purworejo in the Academic Year of 2010/2011)

Submitted to the Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Getting the Undergraduate Degree of Education in English

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ABSTRACT


This research is aimed at: (1) identifying whether or not DRTA improves the students’ reading comprehension of eighth year students of SMP Negeri 17 Purworejo, and (2) describing what happens when DRTA is applied in teaching reading.

The method used in this research was a collaborative action research with an English teacher (teacher BI). The research was conducted in two cycles at the VIII F grade students of SMP Negeri 17 Purworejo from March to May 2011. There are two kinds of data: qualitative and quantitative data. The qualitative data were collected by using observation, questionnaire, interview, field notes, and document. Then, the quantitative data were collected by using test (pre-test and post-test). Qualitative data were analyzed by using 5 stages suggested by Burns (1999: 157-159) as follows: assembling the data; coding the data; comparing the data; building interpretation; and reporting the outcomes. The quantitative data were analyzed by using descriptive statistics.

The research findings show that the use of DRTA could improve students’ reading skill and classroom situation of English class. The improvement of students’ reading skill includes: (1) Students are able to identify the main idea of the text; (2) Students are able to find specific information of the text; (3) Students are able to find the purpose the text; (4) Students are able to infer meaning (vocabulary); (5) Students are able to determine references. Besides, the improvement of students’ reading skill can be seen from the improvement of the mean score of pre-test, first post-test, and second post-test, that is 63.10, 75.23, and 78.87. The classroom situations also improve. The improvement of classroom situations include: (1) The students are more active and enthusiastic in teaching-learning process; (2) The students pay full attention and involve in the activities during the teaching-learning process; and (3) The students feel excited with the text used in teaching-learning process.

In the implementation of DRTA, to successfully improve students’ reading comprehension, teacher must provide the interesting materials and stimulate the students’ motivation using reward and interesting log. The teacher can make collaboration between this technique and media (i.e: pictures and videos) to make interesting teaching-learning process. Teacher must be also ready to become the students’ facilitator and handle the classroom situation.
ABSTRAK


Penelitian ini bertujuan untuk: (1) mengidentifikasi apakah DRTA bisa meningkatkan kemampuan membaca siswa kelas VIII SMP Negeri 17 Purworejo, dan (2) mendeskripsikan apa yang terjadi saat DRTA digunakan untuk mengajar pelajaran membaca.


Hasil penelitian menunjukkan bahwa penggunaan DRTA dapat meningkatkan kemampuan membaca siswa dan situasi di dalam kelas Bahasa Inggris. Peningkatan dalam kemampuan membaca siswa meliputi: (1) Siswa mampu mengidentifikasi ide pokok dalam teks; (2) Siswa mampu menemukan informasi khusus yang terkandung dalam teks; (3) Siswa mampu menemukan tujuan dari teks yang mereka baca; (4) Siswa mampu menyimpulkan arti kata-kata yang terkandung dalam teks; (5) Siswa mampu mengidentifikasi kata ganti dalam teks. Disamping itu, peningkatan kemampuan membaca siswa dapat dilihat dari peningkatan nilai rata-rata pre-test, post-test pertama, dan post-test kedua yaitu 63.10, 75.23, dan 78.87. Situasi kelas juga meningkat. Peningkatan ini meliputi: (1) Siswa lebih aktif dan antusias dalam kegiatan belajar-mengajar; (2) Siswa lebih memperhatikan dan terlibat dalam kegiatan belajar-mengajar; and (3) Siswa merasa tertarik dengan bacaan yang digunakan dalam kegiatan belajar-mengajar.

Dalam penerapan DRTA, untuk meningkatkan kemampuan membaca siswa dengan sukses, guru harus menggunakan materi yang menarik dan merangsang motivasi siswa menggunakan hadiah dan lembar kerja yang menarik. Guru dapat membuat kolaborasi antara teknik dan media (contoh: gambar dan video) untuk menciptakan kegiatan belajar-mengajar yang menarik. Guru juga harus siap untuk menjadi fasilitator siswa dan mengontrol situasi kelas.
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commit to user
MOTTO

‘It's not the life you choose, but it's the life you live.
It's not what you've got, but it's what you give.’

(#inquotes)

“If you wanna be free, run to your responsibility.”

(The Writer)
DEDICATION

With deep love, this thesis is dedicated to:

- My beloved 'Bapak' and 'Ibu', who give me uncountable support, pray, care, and love
- My beloved brother, Dessta...
- My lovely family and friends... Thank for your nice support and wonderful friendship.
- Kangmas5... Thank for being my great partner.
- You all
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The writer realizes that this thesis is still far from being perfect. She hopes and accepts every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, August 2011

Nungky Wijayanti
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>THE APPROVAL OF THE CONSULTANTS</td>
<td>iv</td>
</tr>
<tr>
<td>THE APPROVAL OF THE EXAMINERS</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiv</td>
</tr>
<tr>
<td>CHAPTER I INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Problems Formulation</td>
<td>6</td>
</tr>
<tr>
<td>C. The Objectives of the Study</td>
<td>6</td>
</tr>
<tr>
<td>D. The Benefits of the Study</td>
<td>6</td>
</tr>
<tr>
<td>CHAPTER II THEORETICAL REVIEW</td>
<td>7</td>
</tr>
<tr>
<td>A. The Review of Reading Comprehension</td>
<td>7</td>
</tr>
<tr>
<td>1. The Definition of Reading Comprehension</td>
<td>7</td>
</tr>
<tr>
<td>2. The Purposes of Reading</td>
<td>9</td>
</tr>
<tr>
<td>3. The Phases of Reading</td>
<td>11</td>
</tr>
<tr>
<td>4. Models of Reading</td>
<td>17</td>
</tr>
<tr>
<td>5. Kinds of Reading Comprehension</td>
<td>19</td>
</tr>
<tr>
<td>6. Causes of Comprehension Difficulties</td>
<td>21</td>
</tr>
<tr>
<td>B. Review of Directed Reading Thinking Activity (DRTA)</td>
<td>23</td>
</tr>
<tr>
<td>1. The Definition of DRTA</td>
<td>23</td>
</tr>
<tr>
<td>2. The Purposes of DRTA</td>
<td>24</td>
</tr>
</tbody>
</table>
3. Steps of DRTA .................................................. 26
4. Strengths and Weaknesses of DRTA ...................... 30

C. Rationale ..................................................... 32
D. Hypothesis .................................................. 36

CHAPTER III RESEARCH METHODOLOGY ...................... 37
A. Setting ....................................................... 37
B. The Subject of the Research ................................. 38
C. Method of the Research .................................... 38
D. The Model of the Research ................................ 40
E. Procedures of the Research ................................ 40
F. Techniques of Collecting Data .............................. 46
G. Techniques of Analyzing the Data ......................... 49

CHAPTER IV THE RESULT OF THE RESEARCH ................. 52
A. Research Findings .......................................... 52
   1. Introduction ............................................. 52
   2. Research Implementation ................................ 54
      a. Description of Cycle 1 ............................... 54
      b. Description of Cycle 2 ............................. 71
B. Discussion ................................................ 89

CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION .... 94
A. Conclusion ............................................... 94
B. Implication ............................................... 95
C. Suggestion ............................................... 96

BIBLIOGRAPHY ............................................... 97
APPENDICES ............................................... 102
LIST OF APPENDICES

Appendix 1: Research Schedule ................................................................. 102
Appendix 2: List of Students’ Names ............................................................ 103
Appendix 3: Pre Research Observation ......................................................... 104
Appendix 4: Result of Questionnaires and Transcript of Interview (Pre - Research) .................................................................................. 107
Appendix 5: Syllabus of Reading for VIII Grade of Junior High School.... 121
Appendix 6: Lesson Plan of Cycle 1 and Cycle 2 ........................................... 125
Appendix 7: Field Notes of Cycle 1 and Cycle 2 .......................................... 183
Appendix 8: Result of Questionnaires and Transcript of Interview (After Research) .............................................................................. 211
Appendix 9: Blueprints of Reading and Reading Try Out Test Instruments of Cycle 1 and Cycle 2 ................................................................. 220
Appendix 10: Validity and Reliability Test .................................................. 240
Appendix 11: Blueprints of Reading and Reading Test Instruments of Pre-test, Post-Test 1, and Post-Test 2 ......................................................... 254
Appendix 12: List of Students’ Reading Score ............................................ 256
Appendix 13: Photographs ........................................................................... 258
Appendix 14: Legalization ........................................................................... 261
LIST OF FIGURES

Figure 2.1: Sample Journal for Recording Purposes and Predicting ............ 30
Figure 2.2: Simple Prediction Log ................................................. 30
Figure 3.1: An Illustration of Action Research Spiral............................... 41
LIST OF TABLES

Table 2.1: The Matrix of How DRTA Solve the Problems in Reading ........ 35
Table 3.1: Procedures of Action Research ........................................ 46
Table 4.1: The Implementation of Cycle 1 ........................................... 56
Table 4.2: The Result of Pre-Test and Post-Test 1 ............................... 69
Table 4.3: The Improvement of the Students’ Learning and Achievement in the End of Cycle 1 ................................................................. 70
Table 4.4: The Implementation of Cycle 2 ............................................. 72
Table 4.5: The Result of Post-Test 1 and Post-Test 2 ............................ 85
Table 4.6: The Result of the Students’ Learning and Achievement in the End of Cycle 2 ................................................................. 88
Table 4.7: Summary of Research Findings ............................................ 90
CHAPTER I

INTRODUCTION

A. Background of the Study

Indonesia, as a developing country realizes the importance of English in this era. English becomes one of the subjects that is now taught in most formal institutions from Elementary Schools until Universities in Indonesia. Even now, it begins to be introduced in some Kindergartens. English also become one of subjects in the final examination (UAN). Students should master English to pass their final examination. This matter is stated in Peraturan Menteri Pendidikan Nasional Nomor 75 Tahun 2009 pasal 7 ayat 7 that “Mata Pelajaran UN SMP/MTs, dan SMPLB meliputi: Bahasa Indonesia, Bahasa Inggris, Matematika, dan Ilmu Pengetahuan Alam (IPA).” It supports the statement that English is an important language.

In learning English, there are four main skills that should be concerned. Those are listening, speaking, reading, and writing. These four language skills are integrated and related to each other. According to Harmer (1983: 44), listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language, while speaking and writing belong to productive skills in which the language users require the ability to produce language both spoken and written.

Reading as a basic skill in learning English is an important skill that must be taught to students. Reading is needed to understand all written materials that are given by the teacher in teaching-learning process. In teaching reading, teacher usually uses module, handbook, handout, LKS, etc. Students must have the ability to comprehend the meaning of those kind of written materials to support their learning process.

Reading can be defined as the ability of an individual to recognize a visual form, associate the form with a sound and/ or meaning acquired in the past and on the basis of past experience, understand and interpret its meaning.
It means that in reading a text it is necessary for the students to recognize, understand, and interpret several words in a series. Reading without adequate comprehension cannot properly be called reading. De Boer (1964:17) states that reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. He defines reading as an activity which has two essential processes; the first is interpretation, the process to decode the written symbols and the second is comprehension, the understanding of the ideas within the printed language. Those two processes are important to get information from written symbols.

The standard competence of reading at the eighth grade of Junior High School is the students are expected to understand the meaning of functional text and short essay in descriptive, narrative and recount. As listed in SMP Negeri 17 Purworejo’s syllabus, they should read aloud with acceptable pronunciation and intonation, response rhetorical ways accurately and fluently in the form of descriptive, narrative, and recount text and they must comprehend the text deeply to explain the main idea, explain the purpose of the text, find meaning of words on the text, mention specific information, and show the reference.

Based on the pre-observation conducted in the eight grade students of SMP N 17 Purworejo, the writer knows that the students get many problems dealing with reading, especially in comprehending a text. They have difficulties almost in all aspects of reading comprehension. From five indicators of reading in Junior High School, they are low in: (1) finding the main idea; (2) mentioning specific information; and (3) showing the reference. Meanwhile, reading comprehension is the most important ability that is used to get success in national examination (UN).

In line with the problem evidences that are faced in linguistic aspects, there are also some problem evidences found in relation classroom situation: (1) the students have low motivation in learning reading; (2) they are bored with the same text used in reading; (3) the students have less
attention to the teacher’s explanation; (4) teacher uses traditional technique in teaching reading; (5) there is no electronic media that can support teaching learning process in the classroom.

The students’ difficulties in reading were caused by some factors that might come from the students, the material, the teacher, and teaching technique that is used. The factors from the students are: (1) they are unwilling to have meaningful reading. When teacher asks him/her to read, they just read the text without understanding what the text tells them about; (2) students are less involved in reading process; (3) most of the students do not have good preparation to attend the class.

The factors from the materials are: (1) the materials used is predictable to students. It makes students have low curiosity with the materials. It can make them unmotivated in reading the materials. For example, in reading narrative text, the material is Cinderella, the students will not pay attention to reading process because they have known about the story, plot, characters, and the ending; (2) the theme of the material is not interesting and can’t attract students to read; (3) the long and monotonous text can make students bored.

The factors that is caused by the teacher are: (1) she uses traditional and passive way of teaching. There is no electronic media which is used to support teaching-learning process in the classroom, so the teacher uses traditional method and technique in teaching reading.

Next, the factors that comes from the technique are: (1) the technique is uninteresting and can’t make students involved in teaching-learning process. It makes the students have low motivation in learning reading.

Teacher should use a technique that can make students active in reading process. Anthony (1963) in Brown (1994: 137) defines technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom. Technique includes all tasks and activities that are always planned and deliberate. The teacher must create new, interesting, and
active activities and task to facilitate text comprehension. The new, interesting, and active technique that can make students involved and motivate them in reading process can improve students’ ability to comprehend the materials.

One of the reading techniques is Directed Reading-Thinking Activity (DRTA). Directed Reading Thinking Activity (DRTA) is a reading comprehension technique that is used in each of the three stages of reading (pre-reading, during reading, and post-reading). It emphasizes prediction (thinking ahead), verification (confirmation), and reading with a purpose. The DR-TA fosters critical awareness by moving students through a process that involves prediction, verification, judgment, and ultimately extension of thought (Vacca, 1989: 100). DRTA is a technique that stimulates thinking process while students are reading the material. The teacher will pose guided and/or reflective questions in a DRTA lesson. These questions will prompt interpretation, clarification, and application. Teachers use DRTA for several important reasons: To activate a students prior knowledge of a topic/content of the text to be read. As students share their knowledge of the topic/content students develop a common class knowledge of the topic/content; to hypothesize about what might be addressed in the text. In order to hypothesize, students need to be aware of text support such as graphs, diagrams, text structure, illustrations/pictures, and titles; to establish meaningful purposes for reading the text. DRTA will improve students’ reading comprehension and motivation through thinking process.

The advantages of DRTA are: (1) DRTA elicits students’ prior knowledge of the topic of the text. Students’ prior knowledge is important to improve comprehension because comprehension involves the matching of what the reader already knows to a new message (Vacca and Vacca, 1989: 15); (2) DRTA can help students become critical readers. In this case, DRTA can give a freedom to the readers to examine their own thinking to raise questions and seeks answer; (3) It builds readers’ self-concepts. When readers see that what they predict helps them to understand better, and then
everyone’s speculations are important whether or not they are proven to be what the author concluded, they feel more confident about their reading; (4) DRTA ensures students to become actively engage in the text they read. It happens because students will read the text more than one time and read each detail of text to strengthen or revise their prediction; (5) DRTA provides students a purpose for reading. After students read to confirm and revise predictions they are making, they will get understanding about the purpose for reading the text; (6) It encourages students to monitor their comprehension while they are reading. It’s important to teach students to monitor and repair comprehension because it can track their thinking, notice when they lose focus to stop and go back, reread to enhance understanding, identify what’s confusing, and consciously select the best strategy.

If DRTA is used effectively, it has the potential to equip readers with the abilities to: (1) determine purposes for reading; (2) extract, comprehend, and assimilate information; (3) examine reading material based upon purposes for reading; (4) suspend judgments; and (5) make decisions based upon information gleaned from reading (Tierney, et al., 1990: 12).

Considering the effectiveness of DRTA above, it is expected that through DRTA, students will get some advantages that can be used to solve their problems. DRTA contains some important activities, such as: activating students’ prior knowledge through previewing, predicting/hypothesizing, questioning and answering, revising prediction, and evaluating text. Those activities make students get deep understanding of the text, so they can improve their ability of explaining main idea, mentioning the purpose of the text, finding meaning of words on the text, mentioning information detail, and showing the reference.

Based on the problems and the proposed solution above, the writer is interested in conducting an action research entitled “Improving Students’ Reading Comprehension using Directed Reading Thinking Activity (DRTA) (An Action Research at the Eighth Grade of SMP Negeri 17 Purworejo in the Academic Year of 2010/2011).”
B. Problem Formulation

Considering the background of the study above, the writer can formulate the problems as follows:

1. Does DRTA improve the students’ reading comprehension of eighth year students of SMP Negeri 17 Purworejo?
2. What happens when DRTA is applied in teaching reading?

C. The Objective of the Study

Based on the problem formulations above, the objectives of this research are:

1. To identify whether DRTA improves the students’ reading comprehension of eighth year students of SMP Negeri 17 Purworejo.
2. To describe what happens when DRTA is applied in teaching reading.

D. The Benefits of the Study

If this research gives positive result, it is expected that the result is able to give some benefits for students, teachers, schools, and other researchers.

1. For the students, it is expected that this technique helps them improve their reading comprehension.
2. For the teachers, it is expected that the result of this research gives them a reference in their teaching so they can apply DRTA in improving the students’ reading comprehension.
3. For schools, this research result can be used as resources in developing technique of teaching reading.
4. For other researcher, it is expected that the result of this research helps them in finding references or resources for further research.
CHAPTER II

THEORETICAL REVIEW

A. Review of Reading Comprehension

1. The Definition of Reading Comprehension

There are a lot of reading definitions from some experts. Thorndike (1984) in Silberstein (1994: 6) establishes the notion that reading is an active process related to problem solving. Vacca and Vacca (1989: 14) state that reading is not passive “roll-your-eyes-over-the-text” activity but an active process which mainly takes place behind the eyes. It means that the reader searches for and constructs meaning from the text. They will actively build meaning by connecting new knowledge to knowledge they already possess.

According to Bernhardt (1991) in Celce-Murcia (2001: 154) reading is an interactive, sociocognitive process involving a text, a reader, and a social context within which the activity of reading takes place. In the same book, Hudelson (1994: 130) states that in reading, an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. The transaction involves the reader’s acting on/or interpreting the text and the interpretation is influenced by the reader’s past experiences, language background, and cultural framework, as well as teacher purpose for reading.

Next, Wallace (1994: 4) defines reading as an interpreting means reacting to a written text as a piece of communication. De Boer and Dallmann (1966: 17) describe reading as an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. In addition, Kennedy says that reading is ability of an individual to recognize a visual form associate the form with a sound and/or meaning acquired in the past, and on the basis of past experience, understand and interpret its meaning (1981: 5). In line with three definitions above, Petty (1980: 207-208) states that reading is a complex process to get information from the written text in which the ability to pronounce and comprehend the written text is needed to
interpret sign, letters, or symbol by assigning meaning in receiving ideas and intuition from the author via printed word. It means reading is a process of interpreting, comprehending, and understanding sign, letters, or symbol in written form to get its meaning.

From the definitions above, it can be concluded that reading is an active process of interpreting, comprehending, and understanding sign, letters, or symbol in written form to get its meaning that involves reader, text, and social context.

Understanding usually comes from the ability to relate the writer’s words to personal experiences, along with adequate language attached to those experiences and facility in utilizing word recognition clues. Kennedy (1981: 188) says that comprehension is the ability of one to find, interpret, and use ideas. Comprehension is a complex activity. The printed page itself contains no meaning. It is just ink and paper. Meaning comes from readers’ mind.

Kennedy (1981: 192) states that reading comprehension is a thought process through which reader becomes aware of an idea, understands it in terms of their experimental background, and interpret it in relation to their own needs and purposes. Kennedy adds that reading comprehension is not a skill or ability that can be developed once and for all at any level of instruction. It is a cumulative process that begins in early childhood and continues as long as an individual reads for information. He also defines reading comprehension as a thinking process by which pupil selects facts, information or ideas from printed materials, determines the meanings the author intended to transmit, decides how they relate to previous knowledge he has acquired and judges their appropriateness and worth for meeting his own needs and objectives.

Vacca and Vacca (1989: 20) define reading comprehension as the act of exploring and making meaning. Davis in Vacca (1989: 20) says that reading comprehension is not unitary mental process: It is apparently, a composite of at least five underlying mental skills. Those are skills of recalling word meanings, finding answer to question answered explicitly or in
paraphrase in the passage, drawing inferences from the content, recognizing a writer’s purpose, attitude, tone, and mood, and following the structure of a passage. Grellet (1998: 182) states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. On the other word, reading comprehension is the degree to which one understands what he reads.

Thus, reading comprehension is a thoughtful active process to understand the meaning of written text by selecting facts, information or ideas from printed materials, determining the meanings the author intended to transmit, deciding how they relate to previous knowledge he has acquired, and judging their appropriateness and worth for meeting his own needs and objectives.

2. The Purposes of Reading
   a. Reading for pleasure
      According to Grellet (1981: 4) and Wallace (1996: 6-7), one of the purposes of reading is to get pleasure. Wallace (1996: 7) said that reading for pleasure is reading to get happiness. The reader wants to enjoy the sound, and rhythm or rhyme of the text. The text being read is written originally to offer enjoyment. For example reading narrative texts and reading to enjoy the ‘sound’ and rhythm or rhyme of a literacy text (Davies, 1995: 133).
   b. Reading for information.
      Grellet (1981: 4) said that reading for information is in order to find out something or in order to do something with information. This includes reading for learning and survival.
1) Reading for learning

Wallace (1996: 6-7) said that reading for learning is expected to be exclusively school-related. Reading is intended to support learning. The reader needs to ‘translate’ the text, literally or metaphorically, to learn vocabulary, to identify ‘useful’ structures or collocations, to use a text as a model for writing and to practice pronunciation. For example one reads a text loudly, then analyzes it, and makes the same kind of text.

Davies (1995: 133-134) categorizes the reading for learning into more specific explanations as follows:

a) For a general impression
   - To gain an idea of the writer’s viewpoint
   - To gain an overall impression of the ‘tone’ of a text
   - To decide whether or not to read the text
b) For organizing reading and study
   - To identify the important content of a text
   - To answer a specific question(s)
   - To decide which section of a text to start studying.
c) For learning content or procedures
   - To gain an understanding of new concepts
   - To learn certain facts from a text
   - To follow instructions
d) For language learning
   - To ‘translate’ the text, literally or metaphorically
   - To learn new vocabulary
   - To identify ‘useful’ structures or collocations
   - To use the text as a model for writing
   - To practice pronunciation


2) Reading for survival

Reading for survival is reading a text that is very crucial for life. For example a warning signs, an admonition sign, an instruction sign, et cetera. Survival reading serves immediate needs (Wallace, 1996: 6-7).

Byrnes (1998) in (http://www.nclrc.org/essentials/reading/reindex.htm, accessed January 24, 2011) states that the purpose for reading determines the appropriate approach to reading comprehension and he adds that reading comprehension is successful when the reader knows which skills and strategies are appropriate to the type of text, and understands how to apply them to accomplish the reading purposes. The purpose influences reading at all levels; even beginning and lowlevel learners can successfully complete some tasks with authentic L2/FL texts, such as ascertaining the topic, scanning for specific information, and getting information from charts and graphs (Aebersold and Field, 1978: 66).

3. The Phases of Reading

There are three main phases needed to be followed in reading activity, namely:

a. Pre-reading

This phase is aimed to introduce and arouse learners’ involvement, interest, and motivation in the topic. In this phase, teachers present activities that activate and build up background knowledge, while at the same time helping with vocabulary development, and trying to arouse learners’ interest (Williams, 1999: 37-39).

Moreover, Kawabata (2007) in (http://iteslj.org/techniques/kawabata-readingstrategies.html, accessed January 24, 2011) states that there are some activities of pre-reading phase to conduct in reading class. Pre-reading phase has eight activities in reading class. They are conducted by the teacher and the students to succeed in reading comprehension. Those activities are as follows:
1) Setting the Purpose of Reading.
   In this activity, the teacher clarifies the purpose of reading to the
   students. That purpose is to get idea of the text, to learn new
   information, to learn some new vocabulary, and to become familiar
   with the genre of the text. After that, the teacher introduce what kind
   of reading strategy for reading to achieve the purpose above; such as
   skimming, scanning, and close reading. This activity helps the
   students to acquire skills to deal with unfamiliar vocabulary without
   depending on dictionaries;

2) Signpost Questions.
   In this activity, the teacher asks question to motivate the students and
   activate their background knowledge;

3) Prediction Activities.
   The teacher only shows the title of the text at this stage, and asks the
   students to predict the topic based on the previous question, and prior
   knowledge. Then, some questions will be asked by the teacher based
   on the students’ prediction focused on the main point when reading
   the text. Question such as those might be asked “What was the
   event?”; “When did the event occur?”, “Where did the event occur?”,
   etc.

4) Skimming in Group
   In this stage, the teacher shows the text printed to the students. Firstly,
   the teacher models skimming strategies to help the students. After the
   modeling, the teacher asks the students some questions such as: “What
   is the text about?” , “How do we know about the topic of the text?”,
   “What is the purpose of this type of the text?”, etc. Then, the teacher
   asks the students to skim the text in group. Discussion with students
   and the teacher at this stage might provide general information about
   the topic and structure of the text, and the students might be able to
   predict further what the text is about.
5) Scanning in Group
These activities are introduced to teach strategies of finding appropriate information in the text that would be necessary for successful reading comprehension. To help the students, the teacher gives some questions to the students so that they might be able to locate specific information about the topic of the text. Then, they write down the response on the board.

6) Breaking Up the Text
In this stage, the teacher provides handout to each group and asks the students to summarize the text in group. After finishing the summarizing of the text, the students are encouraged to present their summaries to other group. In this activity, the students can analyze more detail in each section, obtain specific information more closely, combine information in each section, and understand the main idea of the text.

7) Brainstorming
In this activity, the teacher conducts brainstorming to confirm the students’ understanding by checking responses answered at scanning stage and summaries at the breaking up text.

8) Pre-teaching Important Word
Before doing the actual reading activities, the teacher teaches new important word for reading comprehension is necessary to the students so that they can prepare and acquire new vocabulary or terminology which would be necessary to understand the text before doing reading activities. Then, the teacher introduces and explains language feature of the text in order to make the students are able to expand and relate their current knowledge of the genre.
b. Whilst-reading

Williams (1999: 37-39) states that the main goals of whilst-reading phase are strategy, skill, practice, and linguistic development, as well as helping learners to understand the writer’s purpose, the text structure, and context. Some activities like answering comprehension question, completing diagrams or maps, making lists and taking notes are whilst-reading type work. Wallace (1992: 86) called this phase of reading as while-reading. In line with William, Wallace (1992: 86) divides phases of reading into three steps, pre-reading, while-reading, and post-reading.

Kawabata H (2007) in (http://nedl.org/techniques/kawabata-readingstrategies.html, accessed January 24, 2011) called whilst-reading phase as during-reading phase. This phase has six activities in reading class. They are:

1) The Text

At this stage, the teacher guides the class in discussing the feature of the text; the genre of the text (report, recount, narrative, etc.), the social purposes (to inform readers about events), schematic structure and language features of the genre (headlines, newsworthy event, background event, sources, and background event). Then, the teacher informs the students language feature typical of the genre such as: material process, verbal process, and many circumstances.

2) Stop and Think

After the modeling, the teacher asks the students to read the text in group. They are encouraged to talk and discuss what they just read, paraphrase it, identify the main idea, and generate questions in group. This activity offers the students more opportunities to practice listening, speaking, and helps them to activate background knowledge and relate it to the new information, and confirm their understanding of the text.
3) Reciprocal Teaching
In this phase, the teacher can monitor the students’ performance and confirm whether the students are able to use new vocabulary, express ideas, and concepts.

4) Finding the Main Idea
At this stage, the teacher asks the students to find the main idea in a paragraph or whole text. The purposes of this activity are to identify and distinguish the important information from the less important information in the text, summarize the concepts, confirm the understandings about the topic by sharing the idea with peers.

5) Signal Word
This activity used to indicate a particular text pattern is thought to show how these words function in the text. Teaching these words and the function might give the students new or different ideas to approach the text.

6) Key Words
At this phase the teacher asks the students to identify key words to distinguish the important from the less important words in the text.

c. Post-reading
This last phase is aimed to consolidate what has been read with learners’ own knowledge, interest, or ideas. To achieve this objective, the teacher should give activities that contribute to the integration of reading with other language skills, for example, listing facts, summarizing, describing or providing information, discussion, et cetera (Williams, 1999: 37-39).

This phase has four activities in reading class. They are conducted after all the phases of reading activity. The teacher gives post reading to know the students’ comprehension or not about the text.
As Kawabata (2007) says in (http://itesli.org/techniques/kawabata-readingstrategies.html, accessed January 24, 2011), there are four activities as follows:

1) Cloze Passage
   This activity is designed to help the students in developing vocabulary, understanding cohesion in the text, and investigating the text further. Besides, the students who have higher proficiency complete the passage work as a model of good reading and help the students who have difficulties in reading comprehension to deepen and expand knowledge of the context.

2) Comprehension Question
   In comprehension question, the teacher gives questions to confirm the students' understanding of the content of the whole text and to monitor the understanding of each student. After the students complete the activity, the teacher checks their answer with class to confirm their understanding of the context before moving to the next activity. At this stage, the teacher can improve the curriculum by using the information collected in the future.

3) Compare Ideas
   At this phase, the students are asked to question to his/her partner/groups and fill in their answer. By giving questions, conferencing, and sharing their ideas with peers, the students are able to practice listening, speaking and writing, relate personal experiences with the topic, and focus on their ideas before the discussion.

4) Discussion
   This activity can help the students to relate the theme of the text to their experience, and develop their understanding by giving some questions that have answers not in the text so that the students have to think of their own idea about the topic.
4. Models of Reading

Davies, in his book ‘Introducing Reading’ (1995: 57) states that the term ‘model’ refers to a formalized, usually represented theory of what goes on in the eyes and the mind when readers are comprehending (or miscomprehending) text. We might characterize a model as a systematic set of guesses or predictions about hidden process, which are then subjected to ‘testing’ through experimental study. According to Singer and Ruddell (1985), a reading model is a graphic attempt “to depict how an individual perceives a word, processes a clause, and comprehends the text. It means that reading model is an explicit effort to describe the processes of how individual notices a word, develops a clause, and comprehends the text.

Experts classifies models of reading into three kinds, those are:
a. Bottom-up model of reading

Davies (1995: 58-59) states that it is the reading model that describes the process as a sequence of discrete ‘steps’ in which the direction of processing is from ‘bottom level’ features of text to ‘higher levels’, that is, from the identification of letters to sounds, to words, to sentences and finally to meaning and thinking.

As Boothe (1999) in [http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatisreadingmodel.htm, accessed January 24, 2011], a bottom-up reading model is a reading model that emphasize the written or printed text, says reading is driven by a process that result in meaning (or, in other words, reading is driven by text, and proceeds from part to whole. It means that in bottom-up model of reading, the reader must emphasize in part of the text (letter, morphemes, syllabes, words, grammatical cues) first before they read the whole text. Here are some features of bottom-up model of reading (Boothe, 1999) as follows:

1) Identify letters features;
2) Link these features to recognize letters;
3) Combine letters to recognize spelling pattern;
4) Link spelling pattern to recognize words; and
5) Proceed to sentence, paragraph and text-level processing.

b. Top-down model of reading

It is the model of reading process which predicts that the processing sequence proceeds from predictions about meaning to attention to progressively smaller units, for example, letters, visual features (Davies, 1995: 58-59).

Boothe and Leah (1999) in (http://www.sil.org/lingualinks/literacy/referencematerials/glossary/literacyterms/whatisreadingmodel.htm, accessed January 24, 2011) say that top-down reading model suggest that processing of the text begins in the mind of the readers with meaning driven processes, or an assumption about the meaning of a text. As Goodman and Smith in Boothe and Leah (1999) state that top down reading model emphasizes what reader brings to the text, says reading is driven by meaning, and proceeds from whole to part. Then, Gove in Boothe (1999) says that in top-down model of reading has some features. They are:

1) Readers can comprehend a selection even though they do not recognize each word;
2) Readers should use meaning and grammatical cues to identify unrecognized words;
3) Reading for meaning is the primary objective of reading rather than mastery of letters, letter/sound relationships, and words;
4) Reading required the use of meaning activities rather than the mastery of a series of word-recognition skills;
5) The primary focus of instruction should be the reading of sentences, paragraphs, and whole selections;
6) The most important aspect about reading is the amount and kind of information gained through reading.

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c. Interaction Reading Model

Difference with Davies who classifies two kinds of reading model, Nuttal (1996: 16-17) explains three models of reading. She adds ‘the interaction of top-down and bottom-up model’ as the third model of reading. ‘The interaction of top-down and bottom-up model’ is the combination between top-down and bottom-up model. Sometimes, in practice reader continually shifts from one focus to another, now adopting a top-down approach to predict the probable meaning, then moving to the bottom-up approach to check whether, that is really what the writer says. Both approaches can be mobilized by conscious choice, and both are important strategies for readers.

In line with Nuttal, Boothe and Lean (1999) in (http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatisreadingmodel.htm, accessed January 24, 2011) classify reading model into three kinds. They called the third model Interactive Reading Model. Boothe (1999) says that an interactive model of reading is a reading model that recognize the interaction of bottom-up and top-down process simultaneously throughout the reading process. It means that the reader should be able to combine between top-down and bottom-up process in reading process.

5. Kinds of Reading Comprehension

There are three kinds of reading comprehend’s levels. They are (1) literal comprehension; (2) interpretative comprehension; and (3) critical comprehension. The three levels of reading comprehension will be described briefly, as follows:

a. Literal Comprehension

According to Heilman (1981: 246), literal comprehension is a level which includes understanding the ideas and information explicitly stated in the passage, the abilities in the knowledge of word meaning, recalling of details directly stated or paraphrased in own words, understanding of

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grammatical (clues- subject, verb, pronouns, conjunction, and so forth),
recalling main idea explicitly stated and knowledge of sequence of
information presented in passage.

Moreover, Kennedy (1981: 199) says that beginning reading
instruction places much emphasizes on what a writer says. Literal reading
results in this kind of comprehension. It requires ability to (1) locate
specific facts, (2) identify happenings that are described directly, (3) find
answers to questions based on given facts, (4) classify or categorize
information given, and (5) summarize the details expressed in a selection.
It means reading to understand, remember or recall the information
explicitly, contained in a passage such as identifying explicitly stated main
ideas, details, sequence, cause-effect relationship, and patterns.

b. Interpretative Comprehension

Interpretative comprehension is a level which concerns with
understanding of ideas and information which is not stated in the passage
explicitly (Heilman, 1981: 246). In this level, the reader must present their
understanding about the author’s tone, purpose and attitude, infer factual
information, main ideas, comparison, cause-effect relationship which is
not explicitly stated in the passage and summarization of story content.

Kennedy (1981: 199) called interpretative comprehension as
Inferential comprehension. It means reading in order to find information,
which is not explicitly stated in passage. The readers use his experience
and intuition. This activity includes inferring main ideas, details,
comparison, cause-effect relationship which is not explicitly stated,
drawing conclusions, or generalizations form a text, predicting outcome.

c. Critical Comprehension

As Heilman (1981: 246) says, critical comprehension is a level
which includes analyzing, evaluating, and personally reacting to
information offered in a passage. In this level, the readers must have some
abilities, for example; reacting to information in a passage personally,
indicating its meaning to the reader and analyzing and evaluating the quality of written information in terms of some standard.

Kennedy (1981: 199) called Critical comprehension as evaluative comprehension. It means reading in order to compare information in a passage with the reader’s own knowledge and values; for examples, distinguishing between facts and opinions, reacting to a text’s content, characters, and use of language.

From the theories above, it can be concluded that comprehending the text means: (1) gaining the main ideas of the text; (2) mentioning the meaning of words on the text; (3) finding explicit and implicit information of the text; (4) identify the contextual reference from the text, and (5) explaining the purpose of the text.

6. Causes of Comprehension Difficulties

The teacher must understand the causes of comprehension difficulties to help students overcome their shortcoming in comprehending what they read. Knowledge of the causes may help teacher to prevent the occurrence of serious deficiencies.

Difficulties in reading comprehension are produced by a variety of factors. The factors which are most often responsible for people to comprehend reading materials according to Kennedy (1981: 195-197) are:

a. Inadequate Instruction

Many teachers are poorly prepared to teach the basic reading skills. As a result, they may follow the general instructions given in a teaching manual, without regarding the specific needs to their pupils. Or they may teach as they were taught when they were in grade school, or without any systematic plan. Inadequate instruction practices include selecting the wrong skills to emphasize, presenting the skills too rapidly for groups or individuals to grasp them adequately, or neglecting to evaluate progress adequately.
b. Lack of Pupil Interest

It is difficult to any readers but the most thoroughly disciplined readers to concentrate on material they dislike or that is unrelated to their personal interests. Without thoughtful attention to content comprehension of such materials will be negligible. Lack of interest causes the mind to wander, eliminate any desire to excel, encourage a dislike for the task, and reduces consciousness effort.

c. Unsuitable Materials

When reading materials are adopted for an entire school system and each teacher is expected to use them, regardless of whether they are appropriate for pupils in a particular classroom, difficulties in comprehension can result. Such required materials may be too difficult or too easy, stress the wrong skills, have little relationship to the pupil interests, or generally be of poor quality. If unsuitable materials are used exclusively, interest lags, skills development is unbalanced, and all forms of comprehension are discouraged.

d. Vocabulary Difficulties

An excessive vocabulary burden forces the readers to rely on dictionary or to bypass many important words. When any appreciable number of words is left out, understanding must suffer.

Moreover, DeBoer and Dallmann (1964: 132-134) say that teacher must understand the causes of difficulties in comprehension. Those are:

a. Limited intelligence
b. Undesirable physical factors
c. Overemphasis on word recognition
d. Overemphasis on oral reading
e. Insufficient background for reading a selection.
f. Failure to adjust reading techniques to reading purpose and type of reading material
g. Lack of appropriate teacher guidance
B. Review of Directed Reading Thinking Activity (DRTA)

1. The Definition of DRTA

According to Stauffer & Harrell (1975) in Fisher and Grant (2009:19), the Directed Reading and Thinking Activity, also known as DRTA, is a scaffolding technique in which students are guided to make predictions regarding a content-related reading and then asked to check their predictions. In this way students in need of bolstered background knowledge will be provided with an opportunity to themselves construct needed meaning. In line with them, Feinstein (2006:412) states that Directed Reading Thinking Activity (DRTA) has many facets that support and extend the students reading and thinking. The components that support comprehension include: activating prior knowledge through brainstorming and providing an anticipatory set of questions to create a need to know, predicting the content that will be covered in the reading using a doze procedure so that students will make appropriate predictions around key concepts of the story utilizing syntactic and semantic cues: reading and revisiting predictions to compare and contrast with the actual events of the story or chapter.

The Directed Reading-Thinking Activity (DRTA), developed by Stauffer (1969), is a teaching activity intended to develop predicting, summarizing, and evaluating skills. Used with oral retelling and/or comprehension questions, this technique can provide valuable insights into the child’s knowledge of story structure and metacognitive comprehension (Mariotti and Homan, 2005: 162). Schumm (2006: 241) says that Directed Reading Thinking Activity is designed to assist students in setting a purpose for reading, making, justifying, and verifying predictions and coming to conclusions

In addition, Barr and Johnson (1991: 104) define DRTA as a technique that encourages students to make predictions before, during, and after reading.
DRTA also helps students set a purpose for reading and monitor their comprehension.

From the definitions above, it can be concluded that DRTA is a technique that can be used in each of three stages of reading (pre-reading, during reading, and post-reading) to improve students’ reading comprehension through prediction, reading, verification (confirmation), and evaluation (conclusion) processes.

2. The Purposes of DRTA

Feathers and Rivers (2004: 103-104) states that DRTA will encourage students, as an individual, class, or in small groups, to read actively by hypothesizing (predicting), collecting data (reading), and reconsidering their original hypotheses (taking a second look at previous predictions). Most teachers acknowledge the value of predicting and use this technique frequently when dealing with stories, but brainstorming and procedures that involve students in turning headings and subheadings into questions are more often used with infotexts. Making predictions helps us connect our prior knowledge with new information by providing a reader-generated bridge between the old and new. Even when new information doesn’t confirm our predictions, it is linked to our prior knowledge through the process of altering or correcting the invalid predictions.

Teachers can provide these bridges for students by giving them graphic organizers or suggesting purposes for reading. These approaches, however, place the teacher in charge of students’ reading and foster dependence. A DRTA places students in charge of the process, with the teacher acting as facilitator. DRTA also helps students focus on meaning. Their predictions relate to the meaning of the text to be read, and confirming or disconfirming these predictions depends on understanding the text. In addition to helping students, DRTA provides teachers with valuable
information about students’ comprehension, and this information can be used when planning additional instruction.

Kern (2000: 135) briefly states that DRTA’s purposes are: (1) to establish goals and to read purposefully; (2) to make inferences and predictions while reading; and (3) to evaluate the fit between information in the text and their own mental representations of the text.

Furthermore, the purposes of DRTA in Idaho Comprehensive Literacy Assessment (2010-19) are:

a. Establishing a clear purpose for reading.
b. Involving students in active comprehension by calling on their personal background knowledge and text knowledge.
c. Developing higher-level thinking using predictions and speculations, reading to verify, revising predictions or forming new ones, and drawing conclusions.
d. Using the social dynamic of group interaction to propose and discuss options and outcomes.
e. Helping students arrive at decisions and conclusions based on text and personal knowledge.
f. Teaching students to monitor their understanding of the text as they're reading.
g. Helping strengthen reading and critical thinking skills.

3. Steps of DRTA

Based on Farrell and Farrell (2008: 40-41), DRTA (Stauffer, 1969) covers prereading, during-reading, and postreading activities. The DRTA is intended to develop students’ ability to read critically and reflectively. Broadly speaking, a DRTA lesson attempts to equip readers with the ability to determine their own purposes for reading and to examine reading material based upon these purposes. It tends to incorporate attention to vocabulary and
word recognition as well as comprehension and may include special attention to certain aspects of thinking, writing, and study skills.

A typical DRTA lesson would progress as follows:

a. The teacher begins with a general introduction that also serves to check the students’ background knowledge about the topic. This discussion not only orients the students to the topic but also increases their levels of motivation; since the teacher has now brought the topic to life, the students may want to learn more about it by reading the passage. At this opening stage of the DRTA lesson, it is the responsibility of the teacher to fill in any gaps in student knowledge about the topic. The teacher does not introduce vocabulary or set specific purposes for reading; rather, he or she encourages the students to make their own predictions about what they are going to read and to set their own purposes.

b. In the next phase of the DRTA lesson, students read the passage and determine if their initial predictions were correct. If the predictions were not correct, then the students need to adjust them (with the help of the teacher if necessary). The teacher can ask the students how accurate their predictions were. Additionally, as a way of monitoring the students’ levels of success in their predictions, teachers can ask certain students to read aloud the sentences that confirmed their predictions. The students may also share what else they now know from reading the story.

c. In the final phase of a DRTA lesson, reading teachers design follow-up activities for students to check comprehension, discuss the topic, develop their vocabularies, and read and write critically.

An important thing that must be remembered is before starting the activities, teacher must select the story and have deep understanding about text that will be used in DRTA. Teacher should choose an interesting and unfamiliar story to improve DRTA process. Teacher also has to determine the stop points of the text to pause during the reading process.
Manzo and Manzo (1995 : 283-285) also write the steps of Directed Reading Thinking Activity on their book.

Step 1 Prereading: Relate, Motivate, Anticipate

a. Discuss students’ background experience and knowledge related to the selection with them.

b. Preview the material by discussing the pictures and other graphics that accompany it.

c. Reduce obstacles to comprehension by preteaching difficult words and concepts (Stauffer advised against preteaching vocabulary if the material is at the student’s instructional or independent reading level. It Is better, he believed, to have children try to figure out such words for themselves, much as any effective reader needs to do while reading.)

d. Conclude the prereading discussion by encouraging students to make reasonable predictions of what the remainder of the selection is likely to be about.

Step 2 Silent Reading: or Active “Predict—Read—Prove” Reading (most typical of the DRTA)

a. Provide silent reading guidance by reminding students to read to check their predictions.

b. Have students read silently—either the entire selection or in short sections, pausing at the end of each to discuss the accuracy of their predictions and to make new predictions (Stauffer’s strongest suggestion).

c. Where student’s predictions are correct, ask for verification from the material; where predictions are incorrect, ask why.
Step 3 Post reading: Check, Refine, Relate, Re-anticipate

a. Check comprehension by discussing answers to general purpose-setting questions and by additional recognition, recall, inferential, explanatory, and evaluative questions.

b. Refine understanding by seeking verifications for comprehension questions that require silent and oral rereading and citing of the material.

c. Read orally some conversational parts, or just favorite parts, of the material for practice and interpretation.

d. Relate the story or information covered to other materials read or to common experience or mass media events.

e. Engage in some follow-up activity that extends selected strategy areas. These may include any of the following:

   ∞ Write a personal reaction or a different ending.
   ∞ Study key meaning or sight vocabulary from the selection.
   ∞ Retell the story in sequence.
   ∞ Outline or summarize the story.
   ∞ Use words in the story to practice phonics or structural analysis strategies.
   ∞ Build or create some artistic expression, dramatization, or unusual perspective on the story or expository (Galda, 1982; Pellegrini & Galda, 1982; Walker, 1985). For example, have children retell the story from the perspective of an inanimate object or a minor character. Youngsters are usually shy or perplexed by this at first, but later they can’t wait to show their creativity.

f. Build fresh anticipation of something to be read at a later time by connecting it to some relevant aspect of the postreading discussion.

   During DRTA activities, students predict what they think will happen in the text and read to confirm or revise their predictions. As students read the text, they can use prediction log. Prediction logs provide students with a place to record their purposes, predictions, and reactions to text (see Figure 1 & 2).
### PREDICTION LOG

<table>
<thead>
<tr>
<th>Purpose</th>
<th>What I Found Out?</th>
<th>Where I Found It? (page number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What I do want to find out?)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prediction</th>
<th>Did It Happen?</th>
<th>Where Did I Find it? (page number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What I think will happen?)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 2.1. Sample journal for recording purposes and predictions. From Teaching Strategic Processes in Reading by James F. Almosi. Copyright 2003 by The Guilford Press.

<table>
<thead>
<tr>
<th>My Prediction</th>
<th>What really happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 2.2. Simple Prediction Log

In the **Prediction** step, students reflect on what they think will be covered in the text. These predictions may be recorded on the board, on an overhead projector, or on chart paper. This step primes the pumps and gets students motivated to read by helping them set a purpose for what they are about to read. In the **Read** step, students read from one point to another (usually a few paragraphs or pages), to look for the information that was discussed prior to reading. In the **Confirmation** step, the teacher leads a brief discussion and reflection period, allowing students to compare their predictions with what was actually presented in the text. After this discussion
and before reading further, if appropriate, the teacher begins the Predict-Read-Confirm cycle again. This cycle is repeated throughout the text. Finally, the lesson closes with a Resolution at which time the text is summarized and evaluated both in terms of its verity and relevance.

4. Strengths and Weaknesses of DRTA

DRTA may be used with an individual, a small group, or a whole class. This activity can be easily adapted for a variety of subjects and reading levels. In the implementation of DRTA, there are some strengths and weaknesses of this technique.

a. Strengths:

1) DRTA elicits students’ prior knowledge of the topic of the text. Students’ prior knowledge is important to improve comprehension because comprehension involves the matching of what the reader already knows to a new message (Vacca and Vacca, 1989: 15).

2) DRTA can help students become critical readers. In this case, DRTA can give a freedom to the readers to examine their own thinking to raise questions and seeks answer.

3) It builds readers’ self-concepts. When readers see that what they predict helps them to understand better, and then everyone’s speculations are important whether or not they are proven to be what the author concluded, they feel more confident about their reading.

4) DRTA ensures students to become actively engage in the text they read. It happens because students will read the text more than one time and read each detail of text to strengthen or revise their prediction.
5) DRTA provides students a purpose for reading. After students read to confirm and revise predictions they are making, they will get understanding about the purpose for reading the text.

It encourages students to monitor their comprehension while they are reading. It’s important to teach students to monitor and repair comprehension because it can track their thinking, notice when they lose focus to stop and go back, reread to enhance understanding, identify what’s confusing, and consciously select the best strategy.

If DRTA is used effectively, it has the potential to equip readers with the abilities to: (1) determine purposes for reading; (2) extract, comprehend, and assimilate information; (3) examine reading material based upon purposes for reading; (4) suspend judgments; and (5) make decisions based upon information gleaned from reading (Tierney, et al., 1990: 12).

b. Weaknesses:

1) DRTA is teacher-centered

Block, et al. (2008: 160) say that DRTA is highly teacher-dominated and didactic. They also did not provide opportunities for students to learn how to generalize the comprehension processes independently across contexts. These weaknesses created a need for instructional frameworks that scaffolded student learning, gradually releasing responsibility to students as they became more proficient in their understanding of and ability to construct meaning on their own.

2) It can only be used with stories that students have not already read or heard.

If students have heard or read the story before, it can decrease their curiosity and motivation to read the text. They will not be interested in
familiar story because they have already known about the plot of the story and the ending.

3) Classroom management may become a problem.

It is more difficult to organize the students and class condition in DRTA class than regular class.

There are some considerations in implementing DRTA. Vacca and Vacca in Content Area Reading (1989: 100-101) notes that:

1) Atmosphere is everything. The teacher must set the tone for an open, supportive environment and may inhibit students' participation by rejecting any predictions.
2) "Wait time" is also important. Allow reflection time for students will expect the answers to be given if they wait the teacher out.
3) Teacher must analyze the content before class to determine logical stopping points in reading, select relevant concepts and ideas, decide purposes for which students should read, and prepare tips about useful reading strategies.

C. Rationale

Reading is one of four language skills that must be mastered in learning English. Reading is not only about pronouncing the written words. It must be followed by a full understanding of the idea or message of the text. In other words, reading without comprehension is useless. The teacher should bring his/her students into the reading with comprehension in reading process. The teacher should motivate and facilitate the students to achieve their reading comprehension. Reading comprehension is achieved when the student has the capability to understand and to extract the required information from the text with the activation of prior knowledge.
Based on the pre-test and post-test conducted in the eight grade students of SMP N 17 Purworejo, the writer knows that the students get many problems dealing with reading, especially in comprehending a text. From five indicators of reading (finding the main idea, mentioning the purpose of the text, finding meaning of words on the text, mentioning specific information, and showing the reference, they are low in: (1) finding the main idea; (2) mentioning specific information; and (3) showing the reference. Meanwhile, reading comprehension is the most important ability that is used to get success in national examination (UN).

In line with the problem evidences that are faced in linguistic aspects, there are also some problem evidences found in relation classroom situation: (1) the students have low motivation in learning reading; (2) they are bored with the same text used in reading; (3) the students have less attention to the teacher’s explanation; (4) teacher uses traditional technique in teaching reading; (5) there is no electronic media that can support teaching learning process in the classroom.

The students’ difficulties in reading were caused by some factors that might come from the students, the materials, the teacher, and teaching technique that is used. The factors from the students are: (1) they are unwilling to have meaningful reading. When teacher asks him/her to read, they just read the text without understanding what the text tells them about; (2) students are less involved in reading process; (3) most of the students do not have good preparation to attend the class.

The factors from the materials are: (1) the materials used is predictable to students. It makes students have low curiosity with the materials. It can make them unmotivated in reading the materials. For example, in reading narrative text, the material is Cinderella, the students will not pay attention to reading process because they have known about the story, plot, characters, and the ending; (2) the theme of the material is not interesting and can’t attract students to read; (3) the long and monotonous text can make students bored.
The factors that is caused by the teacher are: (1) she uses traditional and passive way of teaching. There is no electronic media which is used to support teaching-learning process in the classroom, so the teacher uses traditional method and technique in teaching reading.

Next, the factors that comes from the technique are: (1) the technique is uninteresting and unable to make students involved in teaching-learning process. It makes the students have low motivation in learning reading.

Based on the explanation above, the students need a technique that can motivate them and improve their participation in teaching-learning process. DRTA is a technique that can be used in each of three stages of reading (pre-reading, during reading, and post-reading) to improve students’ reading comprehension through prediction, reading, verification (confirmation), and evaluation (conclusion) processes. The processes in DRTA can improve students’ participation in class and can make them become active and thoughtful students in reading a text.

<table>
<thead>
<tr>
<th>No</th>
<th>Problems</th>
<th>How DRTA Solve the Problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Finding the main idea</td>
<td>DRTA divides the text into some parts. It will make students easier to get the main idea in each paragraph.</td>
</tr>
<tr>
<td>2</td>
<td>Mentioning the purpose of the text</td>
<td>After the students read the whole text, comprehend the content, and analyze the structure, students will be able to analyze the genre of the text. It eases the students to find the purpose of the text.</td>
</tr>
<tr>
<td>3</td>
<td>Finding meaning of words on the text</td>
<td>Reading detail, predicting-revising process, and discussion process to find meaning together will help students to find the meaning of words on the text.</td>
</tr>
<tr>
<td>4</td>
<td>Mentioning specific information</td>
<td>When students make predictions, revise them and read the text in detail, they will be able to mention the specific information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5</td>
<td>Showing the reference</td>
<td>In the discussion section, teacher always give questions about references that exist on the text after the students read one part of the text. Then, through reading detail and discussion process, students will be easy to show the references that exist on the text.</td>
</tr>
<tr>
<td>6</td>
<td>The students have low motivation in learning reading</td>
<td>Students will be interested in making prediction and actively engage in the text they read. The use of reward also helps teacher to stimulate students’ motivation.</td>
</tr>
<tr>
<td>7</td>
<td>They are bored with the same text used in reading</td>
<td>DRTA uses unfamiliar, interesting, and simple text that they never read before. It can make the students excited with the text.</td>
</tr>
<tr>
<td>8</td>
<td>The students have less attention to the teaching-learning process</td>
<td>DRTA as a technique that encourages students to make predictions before, during and after reading. DRTA also helps students set a purpose for reading and monitor their comprehension. Discussion process and reading detail make students pay full attention in teaching-learning process.</td>
</tr>
</tbody>
</table>

Considering the effectiveness of DRTA above, it is expected that through DRTA, students will get some advantages that can be used to solve their problems. DRTA contains some important activities, such as: activating students’ prior knowledge through previewing, predicting/hypothesizing, questioning and answering, revising prediction, and evaluating text. Those activities make students get deep understanding of the text, so they can improve their ability of explaining main idea, mentioning the purpose of the text, finding meaning of words on the text, mentioning information detail, and showing the reference.
D. Hypothesis

Based on the rationale above, the writer proposes a hypothesis that teaching reading using Directed Reading Thinking Activity (DRTA) can improve the reading comprehension of the eighth grade students of SMP Negeri 17 Purworejo in the academic year of 2010/2011. DRTA can also improve the students’ interest and participation in involving themselves in teaching learning process.
CHAPTER III

RESEARCH METHODOLOGY

A. Setting

The title of this research is “Improving Students’ Reading Comprehension using Directed Reading Thinking Activity (DRTA) (An Action Research at the Eighth Grade of SMP Negeri 17 Purworejo in the Academic Year of 2010/2011).” It is conducted in SMP Negeri 17 Purworejo. This school is located on Jalan Karangjati, Kendetan, Purworejo. This location is strategic enough because it is near public places, such as market and Yogyakarta-Purworejo main road and it also near Tugu Mulyo field, main field in Bagelen subdistrict.

SMP Negeri 17 Purworejo is not the most favorite school in Purworejo, but it is the most favorite school in Bagelen. Now, this Junior High School occupies the middle rank from thirty Junior High Schools in Purworejo. Although SMP Negeri 17 Purworejo is located in subdistrict, the facilities in this school are complete enough. This school consists of three grades namely the seventh grade, the eighth grade, and the ninth grade. Each grade consists of six classes. Each class consists of about thirty until forty students. The buildings are in good order and arrangement. There are 18 classrooms, teacher office, administration room, labs, multimedia room, karawitan room, mosque, canteens, basketball yard, and also parking area. In each classroom, there are whiteboard and blackboard, 20 tables and 40 chairs for students, a teacher’s desk and chair, a clock, and good air circulation and lighting.

The VIII F classroom is located in the middle building of SMP N 17 Purworejo. In this class, there are whiteboard and blackboard, 18 tables and 32 chairs for students, a teacher’s desk and chair, a clock, the picture of president and vice president of RI, and any educative slogans hanging on the wall. In front of VIII F class, there is little garden and some benches. The classroom
used in this research is the language laboratory because it is the only room with LCD. The language laboratory is 8m x 7m with several windows. It is located on the right building. In the classroom, there are teacher seat, 40 students’ seats (there is a personal computer for each two seats), clock, the picture of president and vice president of RI, and any educative slogans hanging on the wall.

B. The Subject of the Research

This research involves the eighth grade students of SMP Negeri 17 Purworejo, while the subject of the research is the students of VIII F consisting of 14 girls and 17 boys. They are diligent but having low motivation toward English lesson and low reading skill. Most of them come from families with low or middle level social economical background.

C. Method of the Research

The method used in this research is classroom action research. The researcher used this method in purpose to improve VIII F students’ reading comprehension ability and to solve the reading comprehension’s problems that existed in the class.

As Richard, Platt, and Platt (1992: 4) state that action research is teacher-initiated classroom research which seeks to increase the teacher’s understanding of classroom teaching and learning and to bring about improvement in classroom practice.

Next, Kemmis and McTaggart in Nunan (1992:17) state that there are three characteristics of action research: first, the action research is carried out by practitioners rather than outside practitioners, second, the action research is collaborative, and third, the action research is aimed at changing conditions.
Elliot and Hopkins (1993: 45) also give the other definition of action research as follows:

Action research is the study of a social situation with a view to improve the quality of action within it. It aims to feed practical judgment in concrete situation, and the validity of the “theories” or hypothesis it generate depend on so much “scientific” test of truth, as on their usefulness in helping people to get more intelligently and skillfully.

The researcher decided to use classroom action research because based on the definitions above, classroom action research could be the solution to improve students’ reading comprehension ability and solve students’ reading comprehension problems.

There are several common features which can be considered to characterize action research as stated by Burns (1999: 30):

1. Action research is contextual, small-scale and localized. It identifies and investigates problem within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by terms of colleagues, practitioners, and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus of change.

In this study, classroom action research was conducted as an attempt to improve students’ comprehension in reading. This research was carried out by the writer in collaboration with the teacher. The action that was done is the implementation of using Directed Reading thinking Activity (DRTA) in teaching reading. The observation was done while the technique of using DRTA as teaching technique is applied. The observation and reflection gave result whether or not DRTA can improve students’ reading comprehension.
D. The Model of the Research

This action research uses the model developed by Kemmis and McTaggart in Burns (1999: 32). There are four steps in action research: plan, action, observation, and reflection. In the implementation of action research, those steps make a spiral. It means that when we do one step, we can come back to previous step to see what we have already done or we can start the new cycle not from beginning. These steps can be illustrated as follows:

![Diagram of action research model](http://education.qld.gov.au)

*Figure 3.1. Steps of action research (http://education.qld.gov.au)*

The steps above are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

a. Develop a plan of critically informed action to improve what is already happening.

b. Act to implement the plan.

c. Observe the effects of the critically informed action in the context in which it occurs.

d. Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

E. Procedures of the Research

Based on the model of research, the procedures is composed of cycles, in which each cycle consists of four steps, those are planning,
implementing, observing, and reflecting the action. These steps are completed by revising of the action. The procedures of action research in this research are as follows:

1. **Identifying problem**

   The problems are identified first before planning the action. In this research, the problems deal with students’ reading comprehension: how the students’ reading comprehension is and why it could be.

   In identifying problems, the researcher used test, observation, interview, and questionnaire.

   a. Using test
   The researcher gave reading comprehension test to know the students’ competence in comprehending some English texts. The test was done once before the first cycle, namely pre-test.

   b. Observation
   The researcher observed the teaching learning process to know the students’ attitude, students’ problems, class condition, the teacher’s way of teaching, and the materials.

   c. Interview
   The researcher interviewed the teacher and students to know the problems that they faced during the teaching learning process and the causes of the problems. This technique was held at the beginning of the research.

   d. Questionnaire
   The researcher gave questionnaire to the students to know the students’ opinion about their recent English lesson, students’ problem in reading, what they have done to overcome the problems, and the technique that was used in to solve the problems.
2) Planning the action

The researcher prepared everything needed in the research as follows:

a. Preparing materials for the teaching
   First, researcher analyzed the syllabus then compiled, selected, adapted materials to suit the teaching-learning goals.
   The sources of the materials are from internet:
   
   - www.youtube.com
   - www.worldoftales.com
   - www.bedtime.com
   - www.candlelightstories.com
   - www.taleofjasperay.com

   and text book:
   
   - Contextual Teaching and Learning Bahasa Inggris SMP Kelas VIII Edisi 4
   - English in Focus for grade VIII Junior High School
   - Scaffold English For Junior High School Students Grade VIII

b. Making lesson plan
   The researcher made the lesson plan based on standard competence in syllabus. The researcher filled the lesson plan’s activity with the steps of DRTA and some additional activities that supported the technique.

c. Preparing students’ worksheets
   There were prediction log, evaluation’s questions, main idea train, and exercises on worksheet. The researcher used different type of exercise on worksheet in each meeting. The researcher used fun exercises (like labyrinth and crossword games) to make students more interested.
d. Preparing draft for the interview

There are two kinds of interview: interview for the students and the teacher. The researcher made questions for the interview that consisted of the questions about the students’ problems in reading, class situation, teacher’s point of view about class situation and students’ condition, teaching-learning process, etc.

e. Preparing teaching aid

The researcher prepared teaching aid like LCD, some pictures used in teaching-learning process, and she made power point presentation (ppt) for each meeting before teaching the students.

f. Preparing test

There were three kinds of text that conducted in two cycles. The researcher made 25 numbers of question for pre-test and post-test. 1. Then, the researcher prepared 30 numbers of question for post-test 2. She also made blueprint of the test based on its indicators.

3) Implementing the action

The researcher implemented the teaching learning activity using DRTA. There are three meetings in each cycle. In each meeting, there are three main steps, those are:

a. Opening:

The teacher opened the lesson by greeting and checking students’ attendance list. The teacher stimulated students’ background knowledge through ppt, gave the picture about the text and the title of the text, and asked students to make prediction about the text that would be read.

b. Main stage:

1. Teacher showed the 1st part of the text and asked students to read it carefully to get whole and detail information.
2. After reading, teacher asked students about whether their prediction is correct or not and what is their reason. If they wanted to change their prediction, they could write their new prediction in prediction log (revising). Prediction-revision process guided students to get the main idea of the text. If they still believe with their prediction, they could write their 1st (previous) prediction in 2nd prediction’s column with the reason that proves their prediction. Teacher also gave students questions about some references in the text that they have read (This step was replayed twice, until they have 4 predictions in prediction log.) In the end of predicting-revising processes, students got the purpose of the text clearly.

c. Closing:
Teacher asked students to make evaluation of the text, gave follow-up activities and exercises about the text. Teacher asked the students’ difficulties, reviewed the lesson, asked what students’ feel about the lesson, and closed the lesson.

4) Observing the action
The observer observed all activities in teaching learning process while the technique of teaching reading by DRTA is carried out. In this step, the researcher was helped by the teacher as observer (collaborator). The teacher and collaborator noted events happening in the teaching learning process. The observation was written down as field notes.

5) Reflecting the action
The researcher made an evaluation towards what she has observed to find the weaknesses and strenghts of the teaching activity having been carried out.
6) Revising the plan

Based on the evaluation, the researcher revised the plan for the next cycle. The classroom action research took one or more cycles until the goal of the research can be reached. The researcher added ‘main idea train’ activity as follow-up activity because the students’ ability in finding main idea was still low. She also gave some rewards in teaching-learning process of cycle two to improve and stimulate the students’ participation.

Below is the table of procedures of action research.

<table>
<thead>
<tr>
<th>Steps of the research</th>
<th>Objectives</th>
<th>Participants</th>
<th>Techniques</th>
<th>Data</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifying the problem</td>
<td>To know the students’ problems and why it could be</td>
<td>Researchers, Students, Teacher</td>
<td>Questionnaire, Observation, Test (Pre-test), Interview</td>
<td>The result of the questionnaire, observation, test, and interview</td>
<td>a. Burns’ Method to analyze Qualitative Data (Questionnaire, Interview, and Observation results)</td>
</tr>
<tr>
<td>2. Planning the action</td>
<td>To prepare everything needed</td>
<td>Researcher, Collaborator</td>
<td>Preparing anything needed</td>
<td>Lesson plan and students’ worksheet, Materials, Teaching media</td>
<td>b. Descriptive statistics to analyze Quantitative Data</td>
</tr>
<tr>
<td>3. Implementing the action</td>
<td>To prove the hypothesis</td>
<td>Researcher, Collaborator, Students</td>
<td>Implementing the technique of using DRTA in teaching reading</td>
<td>Field-notes of the teaching and learning process</td>
<td></td>
</tr>
<tr>
<td>4. Observing the action</td>
<td>To know what have been done in the class</td>
<td>Researcher, Collaborator</td>
<td>Observing the teaching and learning process</td>
<td>Field notes</td>
<td></td>
</tr>
</tbody>
</table>
F. Technique of Collecting Data

This action research using Directed Reading Thinking Activity (DRTA) in teaching reading needs some data to be analyzed. The data are collected through observation, interviews, field notes, the students’ answer of questionnaire sheets, and also the result of the test.

1. Qualitative Data

The qualitative data in this research are collected by using some techniques including:

a. Questionnaire

It is to be a quick and simple way of obtaining broad and rich information from the students. There were two questionnaires given to students. The first one was given in the beginning of the project, before introducing the technique and the second questionnaire was given in the end of the project. The first questionnaire was used to know the students’ ability and problems in reading. The writer gave the students questionnaire sheets which deal with the students’ ability and problems in reading. Students were given fifteen to twenty minutes to complete the questionnaires and to clarify questions if necessary. The second questionnaire was given after implementing the techniques of using DRTA in teaching reading. It examines how the students feel about the technique of using DRTA, and how it helps them in improving reading comprehension. Students have the opportunity to give the reason why they like/dislike the technique used.
b. Observations
The researcher conducted general observation by observing the teaching and learning process in class VIII F to know the students’ attitude toward English lesson when implementing the action. Teacher as collaborator has important role in this step. Before teaching, the researcher gave the teacher as collaborator a bundle of lesson plan, all materials used, the exercises, and observation sheet. She observed the teaching-learning process, as follow: evaluated teacher’s way of teaching, observed students’ participation and attitude in class, evaluated the materials and exercises used in teaching-learning process, lesson plan, and all that happened in teaching-learning process.

c. Interviews
The researcher also interviewed the teacher and students to know the problems that they face in learning English and the students’ opinion about the implementation of DRTA in reading text. The interview took place after each questionnaire has been completed. Informal notes were taken during the interview. The researcher asked some students the same questions with an opportunity for them to include any other information.

2. Quantitative Data
In collecting quantitative data, researcher used test techniques which were conducted by giving pre test before the research begins and post-test in the end of the research. Written test of reading comprehension (pre-test and post-test) was used to know the students’ ability to understand and comprehend a reading text. The instrument used for collecting data must be valid, reliable, and practical.
a. **The validity of the instrument**

Brown (1991: 101) defines test validity as the degree to which a test measures what it claims to be measuring. Syukur (1999: 24) states that a test is considered valid if the items are able to measure what we are going to measure. To measure the validity of the test, the researcher uses internal validity. The formula of Internal Validity is as follows:

\[
S_r = \sqrt{\frac{\sum x^2}{n}}
\]

\[
S_t = \text{standard deviation of the square root of the total of the square of each deviation score divided by the number of respondents}
\]

\[
\sum x^2 = \text{the total of the square of each deviation score}
\]

\[
n = \text{the number of respondents}
\]

\[
r_n = \frac{X_n - X_l}{S_t} \sqrt{\frac{p_i}{q_l}}
\]

\[
r_n = \text{the validity of each item}
\]

\[
X_n = \text{sum of correct answers within the row divided by sum of correct answers within column}
\]

\[
X_l = \text{the average of the total correct answers}
\]

\[
S_t = \text{standard deviation of the square root of the total of the square of each deviation score divided by the number of respondents}
\]

\[
p_i = \text{the total of the correct answers divided by the number of respondents}
\]

*commit to user*
\[ q_i = \text{the total of the incorrect answers divided by the number of respondents} \]

**b. The reliability of instrument**

A test will be reliable if it is administrated many times approximately the same result will be obtained (Syukur, 1999: 23). In line with this, Sunarno (2000: 130) states that reliability is concerned with the consistency of the test score. The formula is as follows:

\[ r_{kk} = \frac{k}{k-1} \left( 1 - \frac{\sum pq}{S_t^2} \right) \]

- \( r_{kk} \): internal reliability
- \( k \): the total valid item
- \( \sum pq \): the sum of the multiplication of the proportion of the correct answers and the incorrect answers
- \( S_t \): standard deviation of the square root of the total of the squared of each deviation score divided by the number of respondents

**G. Technique of Analyzing data**

The data collected in this research are qualitative and quantitative data. The qualitative data are analyzed by using Burns’ method, while quantitative data are analyzed using non-independent t-test.

1. Qualitative Techniques:

In analyzing the qualitative data, the writer uses Burns’s method. Burns (1999: 156) gives several steps of constant comparative method that can be used to analyze the qualitative data:

   a. Assembling the data

   The first step is to assemble the data that have been collected over the period of the research: field notes, interview, questionnaires, and so on.
At this stage, broad pattern should begin to show up which can be compared and contrasted to see what fits together. By scanning the data, it begins to process of more detailed analysis by bringing up possible patterns which can be adapted and added to as it is processed.

b. Coding the data

Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types. Data analysis becomes much messier and coding becomes less clear-cut when it is dealing with diary entries, classroom recordings, or open ended survey questions.

c. Comparing the data

Once the data have been categorized in some way, comparison can be made to see whether themes or patterns are repeated or developed across different data gathering techniques.

b. Building interpretations

This is the point where the researcher moves beyond describing, categorizing, coding, and comparing to make some sense of meaning of the data. This stage demands creative thinking as it is concerned with articulating underlying concepts and developing the theories about why particular patterns of behaviors, interactions or attitudes have emerged.

e. Reporting the outcomes

The final stage involves presenting an account of the research for others. A major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with examples from the data.
2. Quantitative Techniques:

To analyze the quantitative data, the researcher uses quantitative technique of analysis. The quantitative data gained from the tests support the qualitative data. The results of the tests (pre-test and post-test) are analyzed. Then, the students’ pre test and post test scores are presented in the form of mean scores. The mean of the pre-test scores and post-test scores are used to analyze the teaching learning process. It is done to compare the students’ reading comprehension before and after the implementation of the research.

The mean of the students’ score in pre test and post test can be calculated with the formula as follows:

\[
\overline{X} = \frac{\sum X}{n} \quad \overline{Y} = \frac{\sum Y}{n}
\]

From the calculation result using the formula above, it can be seen whether there is improvement of the result of pre-test and the post-test.
CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents the result of classroom action research conducted in the eighth grade of SMP Negeri 17 Purworejo. The data from the research were described and discussed in the following sub-headings: research findings and discussion of the findings.

A. Research Findings

1. Introduction

   The researcher conducted pre-observation in class VIII F of SMP Negeri 17 Purworejo to know the condition of English teaching learning, the problems faced by the students and the teacher, and the students’ reading ability. In this pre-observation, she found that the students’ reading ability was still low. The students met many problems dealing with reading, especially in comprehending a text. They are low in finding the main idea, mentioning specific information, and finding the reference. It was shown in their bad marks in pre-test. In line with the problem evidences that are faced in reading aspects, there were also some problem evidences found in the relation of classroom situation: the students had low motivation in learning reading, they were bored with the same text used in reading, the students had less attention to the teacher’s explanation, teacher used traditional technique in teaching reading, and there was no electronic media that can support teaching learning process in the classroom.

   Besides, the pre-questionnaire result showed that the students’ ability in reading, students’ attitude, and motivation toward the English lesson especially reading were still low. From the questionnaire result in reading aspect, 68% students have difficulties in finding the main idea, 74% in mentioning specific information, and 68% in finding the reference. From
students and classroom situation aspects, 65% of students have low motivation in learning reading, 64% students were bored with the same text used in reading, 55% of the students have less attention to the teacher’s explanation, 57% students said that teacher used traditional technique in teaching reading, and 71% students agreed that there was no electronic media that can support teaching learning process in their classroom.

The researcher also conducted pre-interview to some students in VIII F. There are 31 students in the class. She picked six students from the class and conducted the interview twice. First, the researcher interviewed four students (two male and two female students). Then, she interviewed the other two female students. Four students said that they loved English, but the other two students said that they didn’t like English. Most of them answered that they got difficulties in almost all aspects of reading comprehension. They also said that some familiar texts that was frequently used in reading made them not too interested. Then, they wanted to have more interesting class using various media and new technique. The researcher also interviewed the teacher to get more information. From the pre-interview, the teacher said that the students still have low motivation in learning English. She also said that the students have difficulties in most of reading indicators. There were some diligent students in the class, but the class also has many under average students.

Furthermore, the researcher conducted a pre-test to identify the problems in reading. The pre-test was done before implementing the teaching learning process using DRTA. The test was used to know their reading. The result of each indicator mean score is as follows: finding the main idea (48), mentioning specific information (53), finding the reference (64), finding meaning of words on the text (76), and mentioning the purpose of the text (81). The mean of the students’ score was 63.10. Based on the pre-observation, pre-test, pre-questionnaire, and pre-interview result, the researcher identified that the students’ ability in finding the main idea, mentioning specific information, and finding the reference was still low
because it was below the passing grade (Kriteria Ketuntasan Minimal/KKM) for reading English lesson (68), and must be improved by implementing the new teaching technique. Therefore, the researcher used DRTA as teaching technique to improve the students’ reading skill and the students’ motivation toward English lesson especially reading. The improvement of students’ reading skill involved: finding the main idea, mentioning specific information, showing the reference, finding meaning of words on the text, and mentioning the purpose of the text.

2. Implementing the Action Research
   a. Cycle 1
      1) Planning
      After pre-observation, pre-questionnaire, pre-interview, and pre-test, the researcher made a plan to teach reading in the class. She prepared the material which was taken from books and the internet. She also prepared the teaching media in the form of pictures and video which were taken from youtube video. She planned three meetings in the first cycle. She also made a lesson plan for each meeting. The researcher chose stories which were not familiar and not being used in English handbook. It is based on some considerations: (1) the stories used must be unfamiliar because it can make students more excited to guess the plot and ending of the story; (2) the theme of the stories must appropriate to the students’ age; (3) the stories used must have interesting plot, brief, and easy to understand to avoid students’ boredom. That was to ease them in understanding the idea and keep their interest in the story. In the first meeting, she used a story entitled “The Magic Candle”. In the second meeting, she used the story which has illustrations entitled “Sam and The Dragon”. And in the third meeting, she used a video of a story entitled “The Jealous Sister”. Besides preparing the lesson plans, she also made power point presentations to stimulate students’ background knowledge and copied
2) Action/Implementation

In this cycle, the researcher started implementing the technique of using DRTA as teaching technique in the class. There are three meetings in this cycle.

Table 4.1. The implementation of cycle 1

<table>
<thead>
<tr>
<th>The meeting</th>
<th>Indicators</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Meeting 1, 2, and 3 | The students are able to:  
- mention the meaning of words related to the text.  
- mention detail information of the text, included explicit information (i.e., setting, characters, informations that clearly exist on the text) and implicit information.  
- show the references on the text.  
- find the main idea of the text.  
- mention the purpose and moral value of the text. | 1. The teacher gave guiding questions about the topic through ppt  
2. The teacher showed picture and the title of the text  
3. Students make prediction about the text. They must work in group on first meeting, in pair on second meeting, and individually on third meeting.  
4. Teacher gave the first part of the text. Students must make prediction about the following part of the text. Then, students must confirm their predictions.  
5. After got whole text, students guided by some guiding questions must make evaluation about the setting, characters, main idea, purpose, references, plot of the story, and their opinion of the story.  
6. Teacher gave vocabulary |
exercises and some questions about the text as follow up activities
7. Teacher and students reviewed the lesson

a) The first meeting

On Wednesday, April 15th 2011, the researcher began her research. She entered class VIII F. The bell was ringing. The teacher entered the classroom together with the observer. The class was very noisy. When the teacher began to open the lesson, the students became quiet. The teacher introduced the researcher before giving the class to the researcher. Then, the researcher took the class over her control. The teacher became an observer. The observer then took her seat in the back corner of the class. The teacher opened the class by saying greeting “Good morning class”. The students replied by saying “Good morning, Ma’am”. Then, the teacher checked the students’ attendance. There were two students absent on that day because they were sick.

The teacher began to lead the students to the topic. The teacher gave some guiding questions about the topic today. The teacher asked students what they will do if they get three wishes. Some students responded the questions and mentioned their wishes using English, but there were some students responding using Bahasa Indonesia. The teacher showed some pictures of probabilities through power point presentation (money, delicious food, popular, and perfect couple). The students looked excited with the optional pictures in ppt.

Next, Teacher showed a picture of candle (the picture is about the theme of the text that they will learn today) and the title of
the text is Magic Candle. Teacher asked students to guess about the topic of the text today. Some students mumbled their answer. They also discussed their opinion with their friends.

Teacher divided students into six groups and asked each group to make a prediction about today’s theme of the text and the reason that can prove their prediction. Some students seemed confused with the teacher’s instruction.

Then, teacher gave explanation about DRTA and what students must do through DRTA steps. Teacher asked students whether they understood about the instruction or not. They seemed still confused, but when teacher asked “Have you understood? Any questions?”, they were still in silent. After distributing the worksheet to students, teacher asked students to write down the result of students’ group discussion on the prediction log.

The teacher showed the 1st part of the text and asked students to read it carefully to get whole and detail information. While reading, students must answer the teacher’s questions about some references in the text that they have read. After the students finished their reading, teacher asked students about whether their prediction is correct or not and what is their reason. If they want to change their prediction, they can write their new prediction in prediction log (revising). If they still believe with their prediction, they can write their 1st (previous) prediction in 2nd prediction’s column with the reason that proves their prediction. Some students got difficulty and felt confused in filling prediction log. The teacher gave explanation about “How to fill prediction log’ again. After they got the prediction, teacher asked each group to read their prediction.

Next, teacher gave the 2nd and 3rd part of the text and asked students to make same action like the 1st part of the text. The students began to understand what they must do, but some of them still confused in writing the prediction into prediction log. The
students seemed enthusiastic and interested in making prediction. They involved in the activities during the lesson. The teacher actively engaged students in reading process through discussion and question-answer process about references and difficult words. The students got difficulty in finding appropriate words to answer Teacher’s question in discussion and question-answer process. They lacked of vocabulary and some of them preferred keeping silent or using Bahasa Indonesia in this process.

After students got the whole text, teacher asked each group to make evaluation about the text. They were guided by some guiding questions in TASK 2. Teacher read the questions and asked students about the answers to make the evaluation process easier. Some students actively gave feedback, but there were some students who didn’t give any responses. When the teacher asked about students’ opinion about the text, they answered “Interesting”, “Menarik!”, “Susah ditebak”, “Menegangkan”.

Teacher gave follow up activities. Teacher gave individual exercise about vocabulary matching (TASK 3) and gave 10 minutes to finish the exercise. After 10 minutes, teacher said “Who want to answer the question? please raise your hand!”, because no one raised the hand, teacher pointed students to answer the question.

After the students finished TASK 3, the teacher gave brief explanation narrative text. Then, the teacher together with the students reviewed about the purpose, generic structure, and language features of narrative text. The students gave their responses actively. Then, the students were asked to analyze the generic structure and language features of “Magic Candle”. The students could analyze the generic structure quickly, but they got some difficulties in analyzing language features.

After all of the tasks were done, the teacher and the students reviewed the lesson on that day. Teacher also asked students whether

commit to user
they had any questions or not. The students said “Noooooo...”. When the teacher asked what they felt about the lesson, they said that the lesson was interesting and they loved it. The teacher closed the lesson by saying good bye. The teacher and the observer left the class.

b) The second meeting

On Thursday, April 14th 2011, the researcher came to class VIII F for the second meeting. The bell was ringing after break time. The teacher and the researcher entered the class. The students took their seat noisily. A student said “Wah, bahasa Inggrisnya Ibu lagi”. The observer took her seat still on the back corner of the class. After the students got their seats and became quiet, the researcher opened the lesson by saying greeting “Good afternoon class”. The students replied “Good afternoon, Ma’am”, but there were some students replying “Good afternoon, Bu”. Then, the teacher asked about their feeling on that day and checked the students’ attendance. There was no student absent. There were 31 students in that class.

The teacher began to lead the students to the topic. The teacher gave some guiding questions about the topic today. The teacher asked students about some weird characters that existed in narrative story. Some students responded the questions and mentioned some characters, but some students didn’t give responses. The teacher showed some pictures of weird characters that existed in narrative story through power point presentation (unicorn, medusa, giant, genie, fairies, dwarfs). The students looked excited with the pictures in ppt.

Next, teacher showed a picture of dragon and a boy (the picture is the presentation of the theme of the text that they will learn today) and the title of the text is Sam and the Dragon.
Teacher asked students to work in pairs and guess about the topic of the text today. Some students mumbled their answer. They also discussed their opinion with their friends. After distributing the worksheet to students, teacher asked students to write down the result of pair discussion on the prediction log.

The teacher showed the first part of the text and asked students to read it carefully to get whole and detail information. There were illustrations in the text used. It made the text more interesting. While the students read the text, teacher gave questions about some references in the text that they have read. After the students finished their reading, teacher asked students about whether their prediction is correct or not and what is their reason. If they want to change their prediction, they can write their new prediction in prediction log (revising). If they still believe with their prediction, they can write their 1st (previous) prediction in 2nd prediction’s column with the reason that proves their prediction. After they got the prediction, teacher asked some pairs to read their prediction.

Next, teacher gave the second and third part of the text and asked students to make same action like the 1st part of the text. The teacher actively engaged students in reading process through discussion and question-answer process about references and difficult words. The students seemed enthusiastic and interested in making prediction. They involved in the activities during the lesson, but the text used was too long and it made students lazy to read the text.

After students got the whole text, teacher asked each pair to make evaluation about the text. They were guided by some guiding questions in TASK 2. Teacher read the questions and asked students about the answers to make the evaluation process easier. Some students actively gave feedback, but there were some
students who didn’t give any responses. When the teacher asked about students’ opinion about the text, they answered “Panjang”, “Menarik!”, “Interesting”, “Gambarnya bagus”.

Teacher gave follow up activities. Teacher gave individual exercise about the text using True or False model (TASK 3) and gave 10 minutes to finish the exercise. After 10 minutes, teacher said “Who want to answer the question? please raise your hand!”, because no one raised the hand, teacher pointed students to answer the question.

After the students finished their work in TASK 3, the teacher together with the students analyzed about the purpose, generic structure, and language features of the text they have read. The students gave their responses actively.

After all of the tasks were done, the teacher and the students reviewed the lesson on that day. The teacher asked the students whether they had any question or not. There was still no question. When the teacher asked what they felt about the lesson, they said that the lesson was interesting. After praying, the teacher closed the lesson by thanking and saying goodbye.

c) The third meeting

On Wednesday, April 16th 2011, the researcher came for the third meeting. The teacher entered the class with the observer after the bell was ringing. Today was Thursday, the students wore ‘batik’ uniform. The class was not rigid anymore. The students did not feel ashamed anymore to the teacher. After all of the students entered the class and took their seat, the teacher opened the lesson by greeting, asking the students’ feelings, and checking the students’ attendance. There were two students absent today because they were participating chess competition and martial art competition.
The teacher began to lead the students to the topic. The teacher gave some guiding questions about the topic today. The teacher asked students to mention some good and bad characters that exist in narrative story. Some students responded the questions and mentioned some characters excitedly. The teacher showed some pictures of bad vs good characters that existed in narrative story through power point presentation (angel vs devil, cinderella vs stepmother and stepsisters, snow white vs wicked queen, fairy vs wicked witch). The students looked excited with the pictures in ppt.

Then, teacher showed a picture of two girls (the picture is about the theme of the text that they will learn today) and the title of the text is The Jealous Sister. Teacher asked students to guess about the topic of the text today. Some students mumbled their answer. They also discussed their opinion with their friends. After distributing the worksheet to students, teacher asked students to write down the result of their discussion on the prediction log.

Today, the teacher used talking book (video book) to show the story. It made students more interested with the text because their teacher never used video in teaching-learning process before. The teacher showed the first part of the text and asked students to read it carefully to get whole and detail information. While the students read the text, teacher gave questions about some references in the text that they have read. After reading, teacher asked students about whether their prediction is correct or not and what is their reason. If they want to change their prediction, they can write their new prediction in prediction log (revising). If they still believe with their prediction, they can write their 1st (previous) prediction in second prediction's column with the reason that proves their prediction. After they got the prediction, teacher asked some students to read their prediction.
Next, teacher gave the second and third part of the text and asked students to make same action like the 1st part of the text. The teacher actively engaged students in reading process through discussion and question-answer process about references and difficult words. The students still get difficulty in finding appropriate words to answer teacher’s question in discussion and question-answer process, but the students’ participation in this process getting improve. The students seemed enthusiastic and interested in making prediction. They involved in the activities during the lesson.

After students got the whole text, teacher asked the students to make evaluation about the text. They were guided by some guiding questions in TASK 2. Teacher read the questions and asked students about the answers to make the evaluation process easier. Some students actively gave feedback, but there were some students who didn’t give any responses. When the teacher asked about students’ opinion about the text, they answered “Videonya bagus”, “Menarik!”, “Interesting”, “Gambarnya lucu”.

Teacher gave follow up activities. Teacher gave individual exercise about the vocabularies used in the text (TASK 3) and gave 10 minutes to finish the exercise. After 10 minutes, teacher said “Who want to answer the question, please raise your hand!”, because no one raised the hand, teacher pointed students to answer the question.

After the students finished TASK 3, the teacher together with the students analyzed about the purpose, generic structure, and language features of the text they have read. The students gave their responses actively.

After all of the tasks were done, the teacher and the students reviewed the lesson on that day. The teacher asked whether there was any question or not. There was still no question. When the
teacher asked what they felt about the lesson, they said that the lesson was interesting and they loved it.

The teacher told the students that there would be a test in the next meeting. The students were suddenly grumbling and a student asked “Tes apa Bu? Soalnya gimana? Banyak ga?” The teacher replied by telling “Tes ini untuk mengukur kemampuan kalian tentang membaca teks narrative. Bentuk soalnya pilihan ganda”. The students seemed to understand what the teacher meant. There was no question anymore. The teacher closed the lesson by thanking the students and saying good bye.

3) Observation

a) The first meeting

In the first meeting, two students were absent because they were sick. In this meeting, the researcher divided the students in group of four. There were 7 groups of four and 1 group of five. There were two kinds of progress and problems faced by the students. The problems and progress in all indicators of reading and the problems and progress in class situation.

The students were familiar with narrative story, so they could mention the purpose of the text easily. DRTA helped students to find the specific information of the text because they read the text in detail, but some students were still confused in finding references that existed in the text. The text used was a new and unfamiliar text, but just three students that brought dictionary. It made the students difficult to find the meaning of words on the text. The others who didn’t bring the dictionary were busy in asking and borrowing their friend’s dictionary. They still lacked of vocabulary. They also still had difficulty in choosing the appropriate words to show their opinion. The students also got
difficulty in finding main idea in each paragraphs because there were some paragraphs with implicit main idea.

In the first meeting, the students still seemed ashamed and awkward to the researcher. They paid attention to the researcher, but some of them in the back rows were still noisy. When the researcher was dividing class in groups, the students were very noisy. It took much time to get them in group. Students were still confused about the techniques, but they seemed interested in making prediction. They were also interested in the text used because the teacher used new and unfamiliar text. The teaching-learning process that was conducted in Language Laboratory and used LCD with some illustrations should improve the students’ enthusiasm, but the students’ participation still low. The teacher must appoint them to answer the questions and there were no questions about the material from them. No students were brave to raise their hand when they were asked to answer the questions in discussion or in exercise session.

b) The second meeting

In this meeting, the researcher asked students to work in pairs. The student made a discussion with the friend next to him. It was more efficient than work in groups because when they were asked to work in group, the class more difficult to controll and it can disturb learning process.

The students were familiar with narrative story, so they could mention the purpose of the text easily. The students seemed to try hard to make their prediction. They also still had difficulty in choosing the appropriate words to show their opinion and prediction. They still had difficulty in finding the words, so they opened the dictionary. Some students who didn’t bring the dictionary were busy in asking and borrowing their friend’s
dictionary. DRTA helped students to find the specific information of the text because they read the text in detail. Some students started to give right answers in finding references that existed in the text, but they still got difficulty in finding main idea in each paragraphs because there were some paragraphs with implicit main idea.

In the second meeting, the students paid attention to the instructions given by the researcher. But sometimes, they asked and clarified the instructions for many times. It took much time. They were also interested in the text used because the teacher used new and unfamiliar text with some illustrations. The teaching-learning process that was conducted in Language Laboratorium and used LCD with some pictures and illustrations also improved the students’ enthusiasm. The students’ participation was better than previous meeting, but just some students who actively participated. The teacher must appoint them to answer the questions. No students were brave to raise their hand when they were asked to answer the questions in discussion or in exercise session. The text used in meeting 2 was too long and was more difficult than meeting 1. It took more time to finish the learning process. Because of the limited time, most of the pairs could not finish the last task.

c) The third meeting

In the third meeting, teacher didn’t divide students into some groups or pairs. The students worked individually and participated in class discussion. The students didn’t get difficulty in mentioning the purpose of the text. The students’ ability seemed to be improved in making predictions and choosing the appropriate words to show their opinion and prediction. They opened their dictionary if they got difficulty in finding the meaning of difficult words. DRTA
helped students to find the specific information of the text because they read the text in detail. Some students gave right answers in finding references that existed in the text, but they still got difficulty in finding main idea in each paragraph because there were some paragraphs with implicit main idea.

In this meeting, the students began more enthusiastic than the previous meeting. In brainstorming stage, the class was very noisy. But it was good since the students were brave to express their idea. The researcher used talking book video as the story in third meeting. The students paid full attention in the video and discussion because they seemed interested in the plot of the story. They began to guess and express their prediction freely. But, they still awkward to raise their hand when they were asked to answer the questions in discussion or in exercise session. Teacher must appoint the students to answer the questions. Although the students still had difficulties in finding appropriate words to shout their prediction and opinion, they seemed trying hard to show their ability when teacher asked them. The students also finished all the tasks given by the teacher.

The improvement of students’ reading comprehension involved all indicators of reading, but the students still had low ability in finding the main idea. The students’ participation was also still low.

4) Reflection

After analyzing the observation result and the test result in the first cycle, the researcher did reflection in order to evaluate the teaching and learning process she did so far. She found the students’ progress in reading comprehension and students’ attitude. The result showed that there were some improvements achieved after doing the action.
In reading indicators, there were scores’ improvement from pre-test to post-test 1 in cycle 1.

Table 4.2. The Result of Pre-test and Post-test 1

<table>
<thead>
<tr>
<th>The mean score of pre-test:</th>
<th>The mean score of post-test 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- finding the main idea (48)</td>
<td>- finding the main idea (64)</td>
</tr>
<tr>
<td>- mentioning specific information (53)</td>
<td>- mentioning specific information (70)</td>
</tr>
<tr>
<td>- showing the reference (64)</td>
<td>- showing the reference (80)</td>
</tr>
<tr>
<td>- finding meaning of words on the text (76)</td>
<td>- finding meaning of words on the text (83)</td>
</tr>
<tr>
<td>- mentioning the purpose of the text (81)</td>
<td>- mentioning the purpose of the text (85)</td>
</tr>
</tbody>
</table>

The mean score of post-test 1 result done at the end of the first cycle was 75.23. It was better than the mean of the pre-test score (63.10). DRTA helped students to improve their ability in all indicators of reading comprehension, but the score in finding main idea (64) was still low and under the KKM (68). The students still had difficulties in finding the main idea of the story. They were still confused to get the main idea in each paragraph of the story.

The improvements were not only of the students’ reading skill but also the students’ attitudes and classroom situation toward reading itself. In the first meeting, the students were still ashamed and awkward to get involved in the activities, but in the next meetings, they began to participate actively by giving their opinion in brainstorming stage, prediction, and discussion stage. They also tried to be active in answering the researcher’s questions and responding the researcher’s instructions. They were also interested and motivated to join and get involved in the teaching learning process because teacher used new and unfamiliar materials that made prediction process more challenging. The students were also enthusiastic with media and technique used by teacher. Besides some improvements, the researcher also found some problems. The main problem was the students’
participation. The students’ participation in raising their hand bravely and making or answering question were still low. Teacher must appoint the students to answer the questions, exercises and give their predictions.

From the reflection above, in cycle 2, the researcher should engage the students ability in finding the main idea. She would improve the students’ ability in finding main idea using a fun and simple log called “main idea train”. It would help students to get the list of main idea in each paragraph easily with a fun log. Then, to improve students’ participation, the researcher would motivate the students to shout their prediction, answers, and questions by using some rewards.

Based on the observation, pre-questionnaires, and tests result, the improvement of the students’ learning and achievement can be drawn as in the table below.

*Table 4.3. The Improvement of the Students’ Learning and Achievement in the End of Cycle 1*

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Before the Action</th>
<th>After the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>1. Teaching and learning process</td>
<td>1. Teaching and learning process</td>
</tr>
<tr>
<td>Pre-Interview</td>
<td>- The students were not interested in joining English class especially reading.</td>
<td>- They started to have interest and motivation in making prediction.</td>
</tr>
<tr>
<td>Pre-Questionnaire</td>
<td>- The students tended to be more passive during the teaching and learning process.</td>
<td>- The students began to participate actively by making prediction, giving their opinion, responding and answering the researcher’s instructions and questions</td>
</tr>
<tr>
<td>Pre-test</td>
<td>- No media and creative techniques were used in</td>
<td>- The teacher used video and illustrations picture as</td>
</tr>
<tr>
<td>Post-test 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>teaching learning process</td>
<td>teaching media and DRTA technique in the teaching learning process</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>- The material used in reading were familiar and not too interested</td>
<td>- The teacher used new and interesting material with picture illustrations or video.</td>
<td></td>
</tr>
</tbody>
</table>

2. Reading Comprehension

<table>
<thead>
<tr>
<th>Test</th>
<th>The mean score of pre-test: 63.10</th>
<th>The mean score of post-test 1: 75.23</th>
</tr>
</thead>
</table>

The problems/weaknesses which must be solved:

1. The students’ low interest, motivation, and attitude toward English lesson especially reading

2. The students’ low reading comprehension in finding the main idea (48), mentioning specific information (53), showing the reference (64)

The problems/weaknesses which were still found:

1. Students still had difficulties in finding main idea of the story (64)

2. The students’ participation in raising their hand bravely and making or answering question still low

Recommendation for Cycle 2

1. Teacher will use fun and simple log called “main idea train” to engage students’ ability in finding main idea

2. Teacher will engage students’ motivation to participate in teaching-learning process using reward
b. Cycle 2

1) Revising Plan

Based on the result of the first cycle, the researcher realized that there were improvements of the students’ reading comprehension, but the researcher still found a problem faced by the students. Some students still had difficulties in finding the main idea. The students’ participation in raising their hand bravely and making or answering question was still low. Teacher had to appoint the students to answer the questions, exercises, and give their prediction. Dealing with those problems in the first cycle, the researcher revised her plans. The revised plans were: (a) The researcher should improve the students’ ability in finding the main idea using a simple, easy, and interesting exercise and (b) The researcher should motivate the students to actively give their prediction, answers, and questions by using some rewards.

2) Action/Implementation

In this cycle, the researcher started implementing the technique of using DRTA as teaching technique in the class. There are three meetings in this cycle.

**Table 4.4. The implementation of cycle 2**

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Indicators</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Meeting 1, 2, and 3 | The students are able to:  
- mention the meaning of words related to the text.  
- mention detail information of the text, included explicit information (i.e. setting, characters, informations that clearly exist on the | 1. The teacher gave guiding questions about the topic through ppt  
2. The teacher showed picture and the title of the text  
3. Students make prediction about the text  
4. Teacher gave the first part of the text. Students must make prediction about the following part of the text. |
<table>
<thead>
<tr>
<th>student's role</th>
<th>teacher's role</th>
</tr>
</thead>
<tbody>
<tr>
<td>show the reference on the text.</td>
<td>Then, students must confirm their predictions.</td>
</tr>
<tr>
<td>find the main idea of the text.</td>
<td>5. After got whole text, students guided by some guiding questions must make evaluation about the setting, characters, main idea, purpose, references, plot of the story, and their opinion of the story.</td>
</tr>
<tr>
<td>mention the purpose and moral value of the text.</td>
<td>6. Students must find the main idea of the text using main idea train</td>
</tr>
<tr>
<td></td>
<td>7. Teacher gave vocabulary exercises and some questions about the text as follow up activities</td>
</tr>
<tr>
<td></td>
<td>8. Teacher and students reviewed the lesson</td>
</tr>
</tbody>
</table>

a) The first meeting

On Saturday, May 21st 2011, the teacher entered the class with the observer a moment after the bell was ringing. Some students were ready to have the lesson, but some others were still outside the class. After a moment, they were ready to have the lesson. That was the first meeting of the second cycle. The teacher then opened the lesson and checked their attendance. All students were present on that day. The teacher opened the class by saying greeting “Good morning class”. The students replied by saying “Good morning, Ma’am”.

First, the teacher explained about DRTA briefly to make students remember the Cycle 1 meetings. Then, teacher began to lead the students to the topic. The teacher gave some guiding questions about the topic today. The teacher asked students to
mention some ‘legendary couple’ in narrative stories they ever heard. Some students responded the questions and mentioned some characters using English and Bahasa Indonesia. The teacher showed some pictures of probabilities through power point presentation (Beauty and the Beast, Lutung Kasarung, Joko Tarub and Nawang Wulan, Alladin, and Cinderella). The students looked excited with the optional pictures in ppt.

Next, Teacher showed a picture of a frog (the picture is about the theme of the text that they will learn today) and the title of the text to students is The Frog Prince. Teacher asked students to guess about the topic of the text today. Some students mumbled their answer. They also discussed their opinion with their friends.

The teacher showed the first part of the text and asked students to read it carefully to get whole and detail information. While the students read the text, teacher gave questions about some references in the text that they have read. After the students read the text, teacher asked students whether their prediction is correct or not and what is their reason. If they want to change their prediction, they can write their new prediction in prediction log (revising). If they still believe with their prediction, they have to write their first (previous) prediction in second prediction’s column with the reason that proves their prediction. After they got the prediction, teacher asked some students to read their prediction.

Next, teacher gave the second and third part of the text and asked students to make same action like the first part of the text. The students seemed enthusiastic and interested in making prediction. They involved in the activities during the lesson. The teacher actively engaged students in reading process through discussion and question-answer process about references and difficult words. The students got difficulty in finding appropriate words to answer Teacher’s question in discussion and question-answer process. They
lacked of vocabulary and some of them prefered keeping silent or using *Bahasa Indonesia* in this process.

After students got the whole text, teacher asked the students to make evaluation about the text. They were guided by some guiding questions in TASK 2. Teacher read the questions and asked students about the answers to make the evaluation process easier. Some students actively gave feedback, but there were some students who didn't give any responses. When the teacher asked about students' opinion about the text, they answered "Videonya bagus", "Menarik!", "Interesting", "Gambarunya lucu".

Teacher asked students to analyze the main idea on each paragraph of the text and then write them down into the log called 'main idea train' on their worksheet. Some students seemed confused with the instructions. The teacher replayed the instruction to students to make it clear. Students needed a lot of time to write their answers. After 15 minutes, teacher said "Who want to answer the question? please raise your hand!". No one raised the hand. Then, teacher told the students that she would give a reward if anybody wanted to raise the hand and answer the question. There were three students who raised their hand to answer the question.

Teacher gave follow up activities. Teacher gave individual exercise about vocabulary matching (TASK 3) and True or False exercise (TASK 4) and gave 10 minutes to finish the exercise. After 10 minutes, teacher said "Who want to answer the question? please raise your hand!". A student said "Ada hadiahnya ga', Bu?", the teacher smiled and told the students that she would give a reward to the students who raised the hand and answer the question. There were some students who raised their hand excitedly to answer the question.

After all of the tasks were done, the teacher and the students reviewed the lesson on that day. The teacher asked whether
there was any question or not. There was still no question. When the teacher asked what they felt about the lesson, they said that the lesson was interesting and they loved it. The teacher closed the lesson by saying good bye. The teacher and the observer left the class.

b) The second meeting

On Wednesday, May 25th 2011, the researcher came to class VIII F for the second meeting. The bell was ringing after break time. The teacher and the researcher entered the class. The students took their seat noisily. The observer took her seat still on the back corner of the class. After the students got their seats and became quiet, the researcher opened the lesson by saying greeting “Good morning class”. The students replied “Good morning, Ma’am”, but there were some students replying “Good morning, Bu”. Then, the teacher asked about their feeling on that day and checked the students’ attendance. There was no student absent. There were 31 students in that class.

The teacher began to lead the students to the topic. The teacher gave some guiding questions about the topic today. The teacher asked students about lesson or moral value that they had got from some narrative stories. Some students responded the questions and mentioned some characters, but some students didn’t give responses. The teacher showed some pictures of narrative stories through power point presentation (Bawang Merah Bawang Putih, Beauty and the Beast, Malin Kundang, Turtoise and Rabbit, and Cinderella). The teacher asked students to mention the moral value of each story.

Next, Teacher showed a picture of man and some monkeys (the picture is about the theme of the text that they will learn today) and the title of the text is The Monkey King. Teacher asked students
to guess about the topic of the text today. Some students mumbled their answer. They also discussed their opinion with their friends. After distributing the worksheet to students, teacher asked students to write down the prediction on the prediction log.

The teacher showed the first part of the text and asked students to read it carefully to get whole and detail information. There were illustrations in the text used. It made the text more interesting. While the students read the text, teacher gave questions about some references that existed in the text that they had read. After the students finished their reading, teacher asked students about whether their prediction is correct or not and what is their reason. If they want to change their prediction, they can write their new prediction in prediction log (revising). If they still believe with their prediction, they can write their 1st (previous) prediction in 2nd prediction’s column with the reason that proves their prediction. After they got the prediction, teacher asked some pairs to read their prediction.

Next, teacher gave the second and third part of the text and asked students to make same action like the 1st part of the text. The teacher actively engaged students in reading process through discussion and question-answer process about references and difficult words. The students seemed enthusiastic and interested in making prediction. They involved in the activities during the lesson.

After students got the whole text, teacher asked student to make evaluation about the text. They were guided by some guiding questions in TASK 2. Teacher read the questions and asked students about the answers to make the evaluation process easier. Some students actively gave feedback, but there were some students who didn’t give any responses. When the teacher asked
about students’ opinion about the text, they answered “Panjang”, “Menarik!”, “Interesting”, “Gambarnya bagus”.

Teacher asked students to analyze the main idea on each paragraph of the text and then write them down into the log called ‘main idea train’ on their worksheet. Some students seemed confused with the instructions. The teacher replayed the instruction to students to make it clear. Students needed a lot of time to write their answer. After 15 minutes, teacher said “Who want to answer the question? please raise your hand!” Then, teacher told the students that she would give a reward if anybody wanted to raise the hand and answer the question. There were some students who raised their hand to answer the question.

Teacher gave follow up activities. Teacher gave individual exercise about vocabulary hunting like crossword games (TASK 3) and gave 10 minutes to finish the exercise. After 10 minutes, teacher said “Who want to answer the question? Please write down your answer on the whiteboard! I’ll give a reward if you want to want to answer the question”. Some students went to in front of the class and wrote their answer.

After the students finished their work in TASK 3, the teacher together with the students analyzed about the purpose, generic structure, and language features of the text they had read. The students gave their responses actively.

After all of the tasks were done, the teacher and the students reviewed the lesson on that day. The teacher asked the students whether they had any question or not. There was still no question. When the teacher asked what they felt about the lesson, they said that the lesson was interesting. The teacher closed the lesson by thanking and saying good bye.
c) The third meeting

On Thursday, May 26th 2011, the researcher came for the third meeting. The teacher entered the class with the observer after the bell was ringing. Today was Thursday, the students wore ‘batik’ uniform. The class was not rigid anymore. The students did not feel ashamed anymore to the teacher. After all of the students entered the class and took their seat, the teacher opened the lesson by greeting, asking the students’ feelings, and checking the students’ attendance. There were two students absent today.

The teacher began to lead the students to the topic. The teacher gave some guiding questions about the topic today. The teacher asked students to mention some smart and lucky characters that exist in narrative story. Some students responded the questions and mentioned some characters excitedly. The teacher showed some pictures of smart and lucky characters that existed in narrative story through power point presentation (Alladin, Timun Mas, Mouse Deer and Crocodile, Sangkuriang, and Ande-ande Lumut). The students looked excited with the pictures in ppt.

Then, teacher showed a picture of a crow and a snake (the picture is about the theme of the text that they will learn today) and the title of the text is *The Crow and Snake*. Teacher asked students to guess about the topic of the text today. Some students mumbled their answer. They also discussed their opinion with their friends. After distributing the worksheet to students, teacher asked students to write down the result of their discussion on the prediction log.

The teacher used talking book (video book) to show the story. It made students more interested with the text because their teacher never used video in teaching-learning process before. The teacher showed the first part of the text and asked students to read it carefully to get whole and detail information. While the students read the text, teacher gave questions about some references in the

*commit to user*
text that they have read. After the students read the text, teacher asked students about whether their prediction is correct or not and what is their reason. If they want to change their prediction, they can write their new prediction in prediction log (revising). If they still believe with their prediction, they can write their 1st (previous) prediction in second prediction’s column with the reason that proves their prediction. After they got the prediction, teacher asked some students to read their prediction.

Next teacher gave the second and third part of the text and asked students to make same action like the 1st part of the text. The teacher actively engaged students in reading process through discussion and question-answer process about references and difficult words. Although the students still got difficulty in finding appropriate words to answer teacher’s question in discussion and question-answer process, they improved their participation in this process. The students seemed enthusiastic and interested in making prediction. They involved in the activities during the lesson.

After students got the whole text, teacher asked the students to make evaluation about the text. They were guided by some guiding questions in TASK 2. Teacher read the questions and asked students about the answers to make the evaluation process easier. Some students actively gave feedback. When the teacher asked about students’ opinion about the text, they answered “Videonya bagus”, “Menarik!”, “Interesting”, “Gambarnya lucu”, ”Pintar”.

Teacher asked students to analyze the main idea on each paragraph of the text and then write them down into the log called ‘main idea train’ on their worksheet. Some students seemed confused with the instructions. The teacher replayed the instruction to students to make it clear. Students needed a lot of time to write their answer. After 15 minutes, teacher said “Who want to answer the question? please raise your hand!”. Then, teacher told the
students that she would give a reward if anybody wanted to raise the hand and answer the question. There were some students who raised their hand to answer the question.

Teacher gave follow up activities. Teacher gave individual exercise about the vocabulary matching using labyrinth (TASK 3) and gave 10 minutes to finish the exercise. After 10 minutes, teacher said “Who want to answer the question, please raise your hand!”, some students raised their hand actively.

After the students finished TASK 3, the teacher together with the students analyzed about the purpose, generic structure, and language features of the text they have read. The students gave their responses actively.

After all of the tasks were done, the teacher and the students reviewed the lesson on that day. The teacher asked whether there was any question or not. There was still no question. When the teacher asked what they felt about the lesson, they said that the lesson was interesting and they loved it.

The researcher then told the students that the next time was for post-test. The students were asked to learn more about narrative text and prepare for the test. The researcher then gave brief description about the test. The lesson ended with the researcher’s review about the lesson, thanking, and saying goodbye. The students seemed to understand what the teacher meant. There was no question anymore.

3) Observation
   a) The first meeting

In the first meeting, all students attended the meeting. The teacher explained about DRTA briefly to make students remember the Cycle 1 meetings. When teacher showed the power point presentation, the students felt interested with the pictures and the
topic. When teacher asked the students about ppt, they gave various opinions and answers.

The teacher showed the story from part to part. It made students easier in finding the detail information of the text. When teacher asked about references that existed in the text, almost of the students could answer the questions. The students were familiar with narrative story, so they could mention the purpose of the text easily. The text used was a new and unfamiliar text. There were some difficult words on the text, some students who brought dictionary could find the meaning easily, the other students found the meaning by guessing or asking their friend. When the teacher asked the students to find the main idea of each paragraph and write them down on the log, they felt confused and seemed like ‘didn’t know what to do’. The teacher explained the instruction again until they understood.

The students paid attention to the researcher, but some of them in the back rows were still noisy. They were interested in the text used because the teacher used new and unfamiliar text. The teaching-learning process that was conducted in Language Laboratorium and used LCD with some illustrations improved the students’ enthusiasm, but the students participation was still low. In the first meeting of Cycle 2, the teacher motivated the students to answer the questions and shout their opinion by using reward. At first, just three students who were bravely raised their hand and answered teacher’s questions. The other students still felt ashamed and no confidence.

b) The second meeting

The topic of the text used in this meeting was about moral value. The students were still confused when they were asked to find the moral value of the text. Through the ppt and the story, the
students could improve their ability in finding the moral value of
the text. Then, they could pick the valuable lesson from the story
that they had read.

The students were familiar with narrative story, so they
could mention the purpose of the text easily. Through reading in
detail, students felt easier in finding the specific information of the
text, but students seemed to try hard to make their prediction. They
also still had difficulty in choosing the appropriate words to show
their opinion and prediction. They still had difficulty in finding the
words, so they opened the dictionary. Some students who didn’t
bring the dictionary were busy asking and borrowing their friend’s
dictionary. Some students started to give right answers in finding
references that existed in the text, but they still got difficulty in
finding main idea in each paragraph because there were some
paragraphs with implicit main idea. When the teacher asked the
students to find the main idea of each paragraph and write them
down on the log, some students actively fulfilled the instruction,
but there were some students who were still confused in finding the
main idea.

In the second meeting, the students paid attention to the
instructions given by the researcher. But sometimes, they asked
and clarified the instructions for many times. It took much time.
They were also interested in the text used because the teacher used
new and unfamiliar text with some illustrations. The teaching-
learning process that was conducted in Language Laboratorium
and used LCD with some pictures and illustrations also improved
the students’ enthusiasm. The students participation was better than
previous meeting. There were some students who answered the
questions voluntarily. Some students were motivated by the reward
and seemed improved their ability in shouting their opinion, but
there were some students who were still ashamed and didn’t have any confidence.

c) The third meeting

In the third meeting, two students were absent. The students worked individually and participated in class discussion.

The students didn’t get difficulty in mentioning the purpose of the text. The students’ ability seemed to be improved in making predictions and choosing the appropriate words to show their opinion and prediction. They opened their dictionary if they got difficulty in finding the meaning of difficult words. DRTA helped students to find the specific information of the text because they read the text in detail. Some students gave right answers in finding references that existed in the text, but they still got difficulty in finding main idea in each paragraph because there were some paragraphs with implicit main ideas. When the teacher asked the students to find the main idea of each paragraph and write them down on the log, the students seemed understood and actively fulfilled the instruction. There were no more questions about the instruction.

In this meeting, the students were more enthusiastic than the previous meeting. They started to raise their hand bravely to answer the questions and give opinion with or without reward. In brainstorming stage, the class was very noisy. But it was good since the students were brave to express their idea. The researcher used talking book video as the story in third meeting. The students paid full attention in the video and discussion because they seemed interested in the plot of the story. They began to guess and express their prediction freely. Just a few students who were still awkward to raise their hand and answer the questions in discussion or in exercise session. They seemed trying hard to show their ability
when teacher asked them. The students also finished all the tasks given by the teacher.

The improvement of students’ reading comprehension involved all indicators of reading. The students also improved their participation.

4) Reflection

After analyzing the observation result and the test result in the second cycle, the researchers did reflection in order to evaluate the teaching and learning process she did so far. She found the students’ progress in reading comprehension and students’ attitude. The result showed that there were some improvements achieved after doing the action.

In reading indicators, there were scores’ improvement from post-test 1 to post-test 2 in cycle 2.

Table 4.5 The Result of Post-test 1 and Post-test 2

<table>
<thead>
<tr>
<th>The mean score of post-test 1:</th>
<th>The mean score of post-test 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- finding the main idea (64)</td>
<td>- finding the main idea (70)</td>
</tr>
<tr>
<td>- finding specific information (70)</td>
<td>- finding specific information (72)</td>
</tr>
<tr>
<td>- showing the reference (80)</td>
<td>- showing the reference (81)</td>
</tr>
<tr>
<td>- finding meaning of words on the text (83)</td>
<td>- finding meaning of words on the text (84)</td>
</tr>
<tr>
<td>- mentioning the purpose of the text (85)</td>
<td>- mentioning the purpose of the text (86)</td>
</tr>
</tbody>
</table>

The mean score of post-test 2 result done at the end of the second cycle was 78.87. It was better than the mean of the post-test 1 score (75.23). DRTA helped students to improve their ability in all indicators of reading comprehension. The mean of the post-test score 1 in finding specific information (70) becomes (72) in the post-test 2, showing the reference (80) becomes (81), finding meaning of words on the text (83) becomes (84), mentioning the purpose of the text (85) becomes (86). The
previous score in finding main idea (64) was still low and under the KKM (68), but the score of post-test 2 (70) improved and fulfilled the KKM. Although, the score in finding the main idea was lower than the score of the other’s aspects. Teacher used a fun, simple, and interesting main log called ‘main idea train’ to make students interested and easy in finding main idea of each paragraph.

After the end of cycle 2, the researcher conducted post-questionnaire. The questionnaire result showed that the students’ ability in reading, students’ attitude, and motivation toward the English lesson especially reading improved after the teacher used DRTA in teaching-learning process. From the questionnaire result in reading aspect, 83% students agreed that DRTA solved their problems in finding the main idea, 87% students agreed that DRTA helped them in mentioning specific information, and 89% students agreed that DRTA made them easy in finding the reference. From students and classroom situation aspects, 80% of students agreed that DRTA made them motivated and active in learning reading, 81% students agreed that the new, interesting and unfamiliar texts used in DRTA made them excited in reading.

The researcher also conducted post-interview to some students in VIII F. She picked six students from the class and conducted the interview twice. First, the researcher interviewed four students (two male and two female students). Then, she interviewed the other two female students. All of the students said that DRTA helped them to solve almost of their problems in reading. They also said that the texts used on teaching-learning process using DRTA were new, interesting, and unfamiliar made them excited in reading. The reward that was given by the teacher in teaching-learning process motivated them to become active students. The interesting log called “main idea train” helped them in finding the main idea of each paragraph on the text. They were also happy studying English used various media and new technique. The researcher also interviewed the teacher to get more information. From the interview, the teacher said
that the DRTA technique used by researcher is a good technique that helps students solve their problems in reading comprehension. The teacher also said that reward is a good solution to improve the students’ motivation and participation in learning English. “DRTA could and should be implemented in daily teaching-learning process”, said the teacher.

The improvements were not only of the students’ reading skill but also the students’ attitudes and classroom situation. In the first meeting, the students were still ashamed and awkward to get involved in the activities, but in the next meetings, they began participating actively by giving their opinion in brainstorming stage, prediction, and discussion stage. They also tried to be active in answering the researcher’s questions and responding the researcher’s instructions. They were also interested and motivated to join and get involved in the teaching learning process because teacher used new and unfamiliar materials that made prediction process more challenging. The students were also enthusiastic with media and technique used by teacher. In the previous cycle, the students’ participation in raising their hand bravely and making or answering question was still low. The problem was solved in meeting of cycle 2 when the teacher gave rewards to stimulate students’ participation. When the researcher conducted post-interview, all of the students said that they started to be motivated when teacher used reward. Using reward, the teacher could improve the students’ participation to answer the questions, exercises and give their predictions successfully. It stimulated the students’ bravery and confidence. Then, they began to participate with or without reward.

Based on the observation, questionnaires, and tests result, the improvement of the students’ learning and achievement can be drawn as in the table below.
<table>
<thead>
<tr>
<th>Data Source</th>
<th>Before the Action Cycle 2</th>
<th>After the Action Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Teaching and learning</td>
<td>1. Teaching and learning</td>
</tr>
<tr>
<td></td>
<td>process</td>
<td>process</td>
</tr>
<tr>
<td></td>
<td>- The students still had</td>
<td>- The students were</td>
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<tr>
<td></td>
<td>low motivation and interest to</td>
<td>interested and motivated</td>
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<tr>
<td></td>
<td>make prediction</td>
<td>to make prediction. They</td>
</tr>
<tr>
<td></td>
<td></td>
<td>were more active and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>enthusiastic in teaching-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learning process</td>
</tr>
<tr>
<td>Observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Questionnaire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The students’ participation</td>
<td>- The students paid full</td>
</tr>
<tr>
<td></td>
<td>in making prediction, giving</td>
<td>attention and participated</td>
</tr>
<tr>
<td></td>
<td>their opinions, responding</td>
<td>actively in the activities</td>
</tr>
<tr>
<td></td>
<td>and answering the</td>
<td>during the lesson. They</td>
</tr>
<tr>
<td></td>
<td>researcher’s instructions</td>
<td>were brave enough to</td>
</tr>
<tr>
<td></td>
<td>and questions actively, was still</td>
<td>express their different</td>
</tr>
<tr>
<td></td>
<td>low</td>
<td>ideas and opinions. In the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>beginning, the teacher</td>
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<tr>
<td></td>
<td></td>
<td>stimulated the student’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>participation using</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reward, but then there</td>
</tr>
<tr>
<td></td>
<td></td>
<td>were some students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>coming in front of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>voluntarily to read or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>write their work with or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>without reward.</td>
</tr>
<tr>
<td></td>
<td>- The students still had difficulty in finding main idea of the story</td>
<td>- The students were able to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
The problems/weaknesses which must be solved:
1. Students still had difficulties in finding main idea of the story (64)
2. The students’ participation in raising their hand bravely and making or answering question was still low

The final result of the research:
1. The students were interested and motivated to make prediction. They were more active and enthusiastic in teaching-learning process
2. The students paid full attention and participated actively in the activities during the lesson. They were brave enough to express their different ideas and opinions. In the beginning, the teacher stimulated the students’ participation using reward, but then there were some students coming in front of class voluntarily to read or write their work with or without reward.
3. The students were able to find the main idea of the story easier by using fun, simple and interesting main idea log called ‘main idea train’
4. The students’ score of all reading ability aspects improved.

<table>
<thead>
<tr>
<th>Test</th>
<th>The mean score of post-test 1: 75.23</th>
<th>The mean score of post-test 2: 78.87</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Reading Comprehension</td>
<td>The mean score of post-test 1: finding the main idea (64) finding specific information (70) showing the reference (80) finding meaning of words on the text (83) mentioning the purpose of the text (85)</td>
<td>2. Reading Comprehension</td>
</tr>
</tbody>
</table>
B. Discussion

This section presents the discussion of research findings containing important points from the first cycle to the second cycle as the final reflection.

**Table 4.7. Summary of Research Findings**

<table>
<thead>
<tr>
<th>Sources</th>
<th>Research Findings</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indicators of Reading Comprehension</td>
<td>Pre-test</td>
</tr>
<tr>
<td>TESTS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>finding the main idea</td>
<td>48</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>finding specific information</td>
<td>53</td>
</tr>
<tr>
<td>Post-test 2</td>
<td>showing the reference</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>finding meaning of words on the text</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>mentioning the purpose of the text</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Mean score</td>
<td>63.10</td>
</tr>
<tr>
<td>Observation (Field Notes)</td>
<td>Teaching and learning process using DRTA:</td>
<td></td>
</tr>
<tr>
<td>Pre-Interview</td>
<td>The students more active and enthusiastic in teaching-learning process.</td>
<td></td>
</tr>
<tr>
<td>Post-Interview</td>
<td>The students are interested and motivated to make prediction. They are</td>
<td></td>
</tr>
<tr>
<td>Pre-Questionnaire</td>
<td>brave enough to express their different ideas and opinions.</td>
<td></td>
</tr>
<tr>
<td>Post-Questionnaire</td>
<td>The students pay full attention and involve in the activities during the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>teaching-learning process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The students felt excited with the text used in teaching-learning process.</td>
<td></td>
</tr>
</tbody>
</table>

1. DRTA improves all indicators of students’ reading comprehension

   a. DRTA helps students in finding the main idea.

   The students’ mean score in finding main idea increases. 83% students in post-questionnaire also agree that DRTA solves their problems in finding main idea. All of the students in post-interview section agree that the interesting log called ‘main idea train’ also helps them in finding the main idea of each paragraph on the text.

   In implementing DRTA, teacher divides the text into some parts. Each part consists of one, two, or more paragraphs. It depends on the stop point that is decided by the teacher before the meeting. The teacher decides the stop point with the consideration that the stop
point will make students anxious with the next part of the text. In DRTA, teacher gives the first part of the text. Students must make prediction about the following part of the text. Then, students must confirm their predictions. These processes are repeated until students get the whole text. Tierney, et al. (1990: 12) say that DRTA has potential to equip readers with the ability to extract, comprehend, and assimilate information. It eases the students to get the main idea in each paragraph. The use of ‘main idea train’ as fun and simple log to find the main idea also helps DRTA technique.

b. DRTA helps students in finding the purpose of the text.

The students improve their mean score in finding the purpose of the text. In post-interview section, the students also stated that DRTA eases them in mentioning the purpose of the text.

Pauline (2006: 100) says that in predicting process of DRTA, students are asked to stop and think about what kind of the text it might be (text structure and genre) and what it might be about (text topic). When students predict the genre of the text, automatically they also predict the purpose of the text they read.

c. DRTA can help students to find the meaning of words on the text.

The students’ mean score in finding the meaning of words on the text increases. The students in post-interview said that reading text in detail, discussion process, and the vocabulary exercise enrich their vocabulary and ability in finding the meaning of words on the text.

By reading in detail, predicting, and through group discussion, the students find the meaning of difficult words that exist in the text. Manzo and Manzo (1995: 283) state that one of the DRTA step is reducing obstacles to comprehension by teaching difficult words. In DRTA, students have to read the text carefully in detail, then the students, helped by the teacher, discuss the content of the part they
read before. Teacher also asks the students to find the meaning of difficult words in dictionary and/or discuss the meaning depending on its context. In follow up activities, teacher gives vocabulary exercise to improve students’ ability in finding the meaning of words on the text.

d. DRTA helps students in finding specific information.

The students improve their mean score in finding specific information on the text. 87% of the students agree that DRTA helps them in this aspect of ability.

As it is said before, in implementing DRTA, teacher divides the text into some parts that contains one, two, or more paragraphs. Then, teacher gives the first part of the text. Students have to make prediction about the following part of the text. Then, students must confirm their predictions. These processes are repeated until students get the whole text. Fisher and Frey (2008) in Richardson, et al. (2011: 87) say that because the text is divided into smaller portions, students can focus on the process of responding to higher order questions. It means that the students are able to concern with the more specific questions by reading the detail of the text in small portions. The predicting, discussing, and revising process in DRTA also helps students in finding the specific information on the text because these processes will engage students to comprehend the deeper information of the text.
e. DRTA can help students in finding the references.

The students’ mean score in finding the references on the text increases. Then, in post-questionnaire, 89% students agree that DRTA makes them easy in finding the reference.

Feinstein (2006: 412) says that when students are given the opportunity to reflect, collaborate, confirm, and revise prediction after the reading, they are practicing active engaging strategies for comprehension. One of the aspect in comprehending text is identifying the contextual reference from the text. The predicting, reading, and revising process can help students to find the references that exist in the text. When students make the prediction, they read the text carefully and try to find the information in the text to prove their prediction. Reading the text in detail in DRTA also eases the students to understand each sentence that exists on the text, grab the information, then answer any questions about the text. Then, through predicting, reading the text in detail, and stimulated by discussion section in DRTA, students are able to show the references that exist on the text easily.

2. DRTA solves the problems in relation with the class condition

a. DRTA as teaching technique improves the students’ interest and motivation.

The post-questionnaire result after the end of cycle 2 shows that 80% students agreed that DRTA makes them motivated and active in learning reading. It can also be seen in the field notes from first meeting of cycle 1 until the end of the meeting of cycle 2. There is improvement in students’ interest and motivation towards reading. In post-interview section, the students and the teacher also said that the reward that was given by teacher in teaching-learning process motivates students to become active students. Reward can be used to
stimulate students’ participation in teaching-learning process using DRTA.

Students are interested in making prediction and actively engaged in the text they read. Feathers and Rivers (2004: 103-104) state that DRTA encourages students, as an individual, class, or in small groups, to read actively by hypothesizing (predicting), collecting data (reading), and reconsidering their original hypotheses (taking a second look at previous predictions).

b. DRTA makes students excited with the text.

From post-questionnaire result, 81% students agree that the new, interesting, and unfamiliar texts used on DRTA make them excited in reading. It is also stated by students when the researcher conducted the post-interview.

One of the characteristic of DRTA is using unfamiliar text that students never read before. Block, et al. (2008: 160) say that DRTA can only be used with stories that students have not already read before. It makes students excited in finding the predictions and guessing the plot and ending of the story.

c. DRTA makes students involved in teaching-learning process.

The students in post-interview said that DRTA makes them pay full attention in teaching-learning process. DRTA also engage students’ participation in class. It also can be seen in the field notes.

Discussion process and reading detail make students must pay full attention in teaching-learning process and they must make predictions while reading. Barr and Johnson (1991: 104) define DRTA as a technique that encourages students to make predictions before, during, and after reading. DRTA also helps students set a purpose for reading and monitor their comprehension.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, implication, and suggestion of the study conducted by the researcher that is about improving students’ reading comprehension using Directed Reading Thinking Activity (DRTA) technique.

A. Conclusion

This research was conducted in the eighth grade of SMP Negeri 17 Purworejo for three months (March-May).

Based on the result of the research findings, some conclusions can be drawn. First, the result of this action research shows that the use of DRTA improves the students’ reading comprehension. It is shown from the scores they got in the tests either in the first or second cycle. The students’ improvement on reading comprehension is shown from the difference of the students’ mean score between before and after the actions. The improvement involves the students’ ability in finding the main idea, finding specific information, showing the reference, finding meaning of words on the text, and mentioning the purpose of the text.

Besides, the students’ motivation and attitude toward English lesson especially reading get better. The students are interested in making predictions, participating, and taking part in the lesson. They got involved actively in every activity during the lesson. Most of them are brave to ask questions and express their different ideas. They are very enthusiastic and not reluctant to do the tasks. DRTA, as interesting technique, helps them to have higher motivation and interest in joining reading class.
B. Implication

Based on the conclusion of this study, it can be shown that after implementing the research, there are improvements in the students’ reading comprehension and motivation. In DRTA, students must read the text in detail, make prediction, confirm and/or revise them, then make discussion about the text. DRTA technique also stimulates students’ prior knowledge and critical thinking. This process makes students comprehend the text well. If the students are able to comprehend the text well, it means that their reading comprehension is good. The use of DRTA technique in teaching reading has been proven to be an effective way to improve the students’ reading comprehension.

The use of DRTA technique in teaching reading could also attract the students’ attention toward the lesson. During the actions, the students’ motivation was improve. They were more interested, enthusiastic, and active during the teaching learning process. This makes the class situation become relax and enjoyable. This students’ high motivation and relax situation enables the students to maximize their achievement. By having high motivation toward the lesson, the students will focus on the lesson and supported by relax situation they do not become afraid of expressing their ideas. This enables the teacher to measure how far their understanding is, what kind of treatment that they need, and decide what action should be done to make their achievement as well as possible.

Based on the conclusion of the study and supported by all data in the research, there is improvement in students’ reading comprehension and students’ attitude toward reading. It implies that DRTA can be used as effective technique in improving students’ reading comprehension and students’ attitude toward reading.
C. Suggestion

Based on the research findings, some suggestions can be provided to improve the students’ reading comprehension.

1. **To teachers**

   DRTA is one of effective technique that can be used in teaching reading. The teacher can make collaboration between this technique and media (i.e: pictures and videos) to make interesting teaching-learning process. They must make the situation alive and make the students get involved in the activities during teaching-learning process. It is also suggested that teacher stimulate helps students to read with a clear purpose. Teacher can use reward and interesting worksheet to improve students’ motivation in teaching-learning process.

2. **To students**

   Students should motivate themselves to learn English. They should get involved actively in the activities during the lesson and finish the task well. As their teacher taught them in DRTA, they must also pay full attention to their teacher’s instruction. They must also do more practices especially for reading English text either in school or at home because practices make perfect.

3. **To other researchers**

   This study discusses the implementation of DRTA as teaching technique to improve students’ reading comprehension in Junior High School. It is expected that the result of this study can be used as an additional reference for further researches, especially researches dealing with the teaching of reading.

4. **To institutions**

   Education institutions should encourage English teachers to improve the quality of their teaching. They should support the uses of various techniques, media, and materials in teaching and learning process. DRTA can be a kind of teaching technique that should be implemented in daily teaching-learning process by teachers.